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ABSTRACT

Resources from various subject areas are organized in one publication for use by teachers in elementary schools having a considerable enrollment of children who are Spanish speaking and of Latin American descent. The general purpose of the learning experiences described is to help children achieve in the areas of oral communication skills, reading, and writing expression. Basic objectives are to help Latin American children appreciate and develop pride in their cultural heritage and to introduce to all children the gratifying and richly rewarding experience that comes from an awareness and understanding of another culture. In addition to language arts activities, learning experiences in art, music, and social studies relating to the Spanish culture are also presented. A list of audiovisual materials and a bibliography of reference materials for teachers are appended. (JH)

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DETROIT PUBLIC SCHOOLS

Division of Curriculum and Educational Research

Department of Language Education

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Language Arts Activities and Resources

Related to

Latin-American Culture

for
Grades 3-6

1971

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FOREWORD

The primary objective of this undertaking is to bring together as many resources as possible from various subject areas and to organize them into one publication for use by teachers in elementary schools which have a considerable enrollment of children who are Spanish speaking and of Latin-American descent. It is hoped that such a publication will simplify the efforts of teachers in their search to provide relevant learning experiences for the children in their classes.

This bulletin is not intended as a definitive work; it is simply a beginning. In order for it to be of continuing value the content should be added to by suggestions of teachers, parents, children, and all those interested in providing more knowledge and understanding of the Spanish culture.

Sincere appreciation is extended to the persons listed below whose assistance was particularly helpful in the preparation of this bulletin:

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P U R P O S E

The general purpose of these suggested learning experiences is consonant with that of other language arts units, i.e., to help children achieve in the areas of oral communication skills, reading and written expression.

In addition, it is hoped that the following basic objectives and understandings would be developed:

OBJECTIVES

1. To help Latin-American children appreciate and develop pride in their cultural heritage.

2. To introduce to all children the gratifying and richly rewarding experience that comes from an awareness and understanding of another culture.

UNDERSTANDINGS

1. Historical and contemporary Spanish-speaking people have added richly to our lives.

2. The contribution of Spanish and Latin-American culture is evident throughout the United States.

3. Children have different home backgrounds.

4. Some children speak more than one language.

5. Food and clothing that we use come from many other countries.

6. We can enjoy and share in the songs, dances and customs originating in other countries.

7. Arts, skills, attitudes and special knowledge frequently are passed from an older generation to a younger one.

SPANISH WORDS AND EXPRESSIONS

Following is a list of commonly used Spanish words, phrases, and expressions. Next to the Spanish is the phonetic pronunciation followed by the English translation. The syllables to be accented are printed in capital letters. For example, uno OO-noh. The words below show the approximate sounds for the Spanish vowels:

a father

e very

i machine

o oh

u tuna

GREETINGS AND COURTESY PHRASES

SPANISH	ENGLISH
Buenos días, niños. BWEH-nohs DEE-ahs NEEN-yohs	Good morning, children.
Buenas tardes, niños. BWEH-nahs TAHR-dehs, NEEN-yohs	Good afternoon, children.
Buenos días, profesora. BWEH-nos DEE-ahs proh-feh-SOH-rah maestra(feminine) maestro (masculine) mah-EHS-trah mah-EHS-troh	Good morning, teacher. (feminine)
¿Qué hay de bueno? Keh I deh BWEH-noh?	What's new?
¿Cómo estas? KOH-moh ehs-TAHS?	How are you? (singular)
¿Cómo estan? KOH-moh ehs-TAHN?	How are you? (plural)
Adiós. ahth-YOHS	Goodby.
Con mucho gusto. Kohng MOO-choh GOOS-toh	With pleasure..
De nada. deh NAH-thah	You're welcome.

SPANISH	ENGLISH
Por favor. pohr fah-BOHR.	Please.
Gracias. GRAHS-yahs.	Thank you.
Hasta luego. AHS-tah loo-EH-goh.	See you later.
Hasta mañana. AHS-tah mahn-YAH-nah.	See you tomorrow.
Hasta el lunes. AHS-tah ehl LOO-nehs.	See you Monday.

CLASSROOM EXPRESSIONS

¿Es tu lápiz? ehs too LAH-pees?	Is it your pencil?
No tengo lápiz. noh TEHNG-goh LAH-pees.	I don't have a pencil.
Necesito un lápiz. neh-seh-SEE-toh oon LAH-pees.	I need a pencil.
John me pegó. ____meh peh-GOH.	John hit me.
John me dió. ____ meh dee-OH	John hit me. Puerto Ricans use "dio."
El o ella me pegó (dió). ehl oh EHL-yah meh peh-GOH (dee-OH)	He or she hit me.
Maria me estiró el cabello. _____ meh ehs-tee-ROH ehl kah-BEHL-yoh.	Maria pulled my hair.
¿Proqué lloras? pohr-KEH YOH-rahs?	Why are you crying?
¿Tienes dinero para comprar TYEH-nehs dee-NEH-roh PAH-rah kohm-PRAHR la leche? lah LEH-cheh?	Do you have money to buy milk?
¿Tienes chavos para TYEH-nehs CHAH-bohs PAH-rah comprar la leche? kohm-PRAHR lah LEH-cheh?	Puerto Ricans use "chavos."

	SPANISH	ENGLISH
	¿Tienes dinero para TYEH-nehs dee-NEH-roh PAH-rah comprar la comida? kohm-PRAHR lah koh-MEE-thah?	Do you have money to buy food, meal?
	¿Tienes chavos para comprar TYEH-nehs CHAH-bohs PAH-rah kohm-PRAHR el almuerzo? ehl ahl-MWER-soh?	Do you have money to buy lunch?
	SINGULAR	PLURAL
Be quiet.	Silencio. see-LEHNS-seeoh	Silencio
Come.	Ven. behn.	Vengan. BEHN-gahn.
Come here.	Ven acá. behn-ah-KA	Vengan acá. BEHN-gahn ah-KA
Come in.	Entra. EHN-trah.	Entren. EHN-trehn.
Hurry.	Apúrate ah-POOR-ah-teh.	Apúrense. ah-POOR-ehn-seh.
Listen.	Escucha. ehs-KOO-cha.	Escuchen. ehs-KOO-chen.
Look.	Mira. MEE-rah	Miren. MEE-rehn.
Pay attention.	Presta atención. PREHS-tah ah-tehns-YOHN.	Presten atención. PREHS-tehn ah-tehns-YOHN.
Repeat.	Repite. re-PEE-teh.	Repitan. re-PEE-tahn.
Sit down	Siéntate SYEHN-tah-teh.	Siéntense. SYEHN-tehn-seh.
Stand up.	Ponte de pie. POHN-teh theh pyeh.	Ponganse de pie. POHNG-ahn-seh theh pyeh.
Stand up.	Levántate. leh-BAHN-tah-teh.	Levántense. leh-BAHN-tehn-seh.
Write.	Escribe. ehs-KREE-beh.	Escriban. ehs-KREE-bahn.
Line up.	Alineate. ah-lee-neh-AH-teh.	Alineanse. ah-lee-neh-AHN-seh.

IDIOMS AND USEFUL EXPRESSIONS

SPANISH	ENGLISH
Muy bien. Mwee byehn.	Fine. Very well.
¿Cómo se dice...? KOH-mo seh DEE-seh...?	How do you say...?
Lo siento. loh SYEHN-toh.	I'm sorry.
no comprendo. noh kohm-PREHN-doh.	I don't understand.
No importa. noh eem-POHR-tah.	It doesn't matter.
¿Cuántos años tienes? KWAHN-tohs AHN-yohs TYEH-nehs?	How old are you?
Tengo _____ años. TEHNG-goh AHN-yohs.	I'm _____ years old.
Es hora de salir. ehs OH-ra deh sah-LEER.	It's time to go.
Es hora de comenzar. ehs OH-ra deh koh-mehn-ZAHR.	It's time to begin.
Es hora de terminar. ehs OH-ra deh tehr-mee-NAHR.	It's time to stop.
Ya no hay tiempo. yah noh I TYEHM-poh.	There is no more time.
¿Qué pasa? keh PAH-sah?	What's the matter?
¿Cómo te llamas? KOH-mo teh YAH-mahs?	What's your name?
Me llamo____. meh YAH-moh____.	My name is____.
¿Quieres ir al cuarto de baño? KYEH-rehs eer ahl KWAHR-toh deh BAHN-yoh?	Do you want to go to the lavatory?

SPANISH	ENGLISH
¿Quieres ir al excusado? KYEH-rehs eer ahl eks-koo-SAH-thoh?	Do you want to go to the lavatory?
¿Me deja ir al cuarto de baño? meh DEH-hah eer ahl KWAHR-toh deh BAHN-yoh?	May I go to the lavatory?
¿Me deja ir al baño? meh DEH-hah eer ahl BAHN-yoh?	May I go to the lavatory? Children will usually omit saying "cuarto de."
¿Me deja ir al excusado? meh DEH-hah eer ahl eks-koo-SAH-thoh?	May I go to the lavatory?
¿Quieres beber agua? KYEH-rehs beh-BEHR AH-gwah?	Do you want a drink of water?
¿Me deja ir a beber agua? meh DEH-hah eer ah beh-BEHR AH-gwah?	May I go and get a drink of water?
Quiero beber agua. KYEH-rah beh-BEHR AH-gwah.	I'd like some water.

HEALTH EXPRESSIONS

¿Cómo te sientes? (singular) KOM-moh teh SYEHN-tehs?	How do you feel?
Bien. byehn	Fine.
Muy mal. mwee mahl.	Very poorly.
No me siento bien. noh meh SYEHN-to byehn.	I don't feel well.
¿Te sientes mal? teh SYEHN-tehs mahl?	Do you feel sick? (singular)
Tengo sed. TEHNG-goh seth.	I'm thirsty.
Tengo hambre. TEHNG-goh AHM-breh.	I'm hungry.
Tengo calor. TEHNG-goh kah-LOHR.	I'm hot.

SPANISH	ENGLISH
Tengo frío. TEHNG-goh FREE-oh.	I'm cold.
Tengo sueño. TEHNG-goh SWEHN-yoh.	I'm sleepy.
Estoy cansado. ehs-TOY kan-SAH-thoh.	I'm tired.(masculine)
Estoy cansado. ehs-TOY kan-SAH-thah.	I'm tired. (feminine)
me duele la cabeza. meh DWEH-leh lah kah-BEH-sah.	I have a headache.
Me duele el estómago. meh DWEH-leh ehl ehs-TOH-mah-goh.	I have a stomach-ache.
Me duele la rodilla. meh DWEH-leh lah roh-THEEL-yah.	I have a sore knew.
Tengo dolor de cabeza. TEHNG-goh doh-LOHR deh kah-BEH-sah.	I have a headache.
Tengo dolor de muelas. TEHNG-goh doh-LOHR deh MWEH-lahs.	I have a toothache.

NUMBERS

Los números:
lohs NOO-meh-rohs:

The numbers:

Spanish	English	Spanish	English
zero SEH-roh	zero	seis sehys	six
uno OO-noh	one	siete SYEH-teh	seven
dos dohs	two	ocho OH-cho	eight
tres trehs	three	nueve NWEH-beh	nine
cuatro KWAH-troh	four	diez dyehs	ten
cinco SEENG-koh	five		

SPANISH	ENGLISH
Vamos a contar BAH-mohs ah kohn-TAHR.	Let's count.
¿Cuál es el número? kwahl ehs ehl NOO-meh-roh?	What is the number?
¿Cuántos hay? KWAHN-tohs I?	How many are there?

COLORS

Spanish	English	Spanish	English
Los colores. los koh-LOHR-ehs	The colors.		
rojo ROH-hoh	red	morado mo-RAH-thoh	purple
blanco BLAHNG-koh	white	anaranjado ah-nah-rahn-HAH-thoh	orange
verde BEHR-deh	green	café kah-FEH	brown
azul ah-SOOL	blue	negro NEH-groh	black
amarillo ah-mah-REEL-yoh	yellow	color de rosa koh-LOHR de ROH-sah	pink

DAYS OF THE WEEK

Los días de la semana lohs DEE-ahs deh lah seh-MAH-nah		The days of the week	
el lunes ehl LOO-nehs	Monday	el viernes ehl BYEHR-nehs	Friday
el martes ehl MAHR-tehs	Tuesday	el sábado ehl SAH-bah-tho	Saturday
el miércoles ehl MYEHR-koh-lehs	Wednesday	el domingo ehl doh-MEENG-goh	Sunday
el jueves ehl WHEH-behs	Thursday		

SPANISH	ENGLISH
¿Qué día es hoy? keh DEE-ah ehs oy?	What day is it today?
Hoy es lunes. oy ehs LOO-nehs.	Today is Monday.

THE MONTHS OF THE YEAR

Los meses
lohs MEHS-sehs

The months

Spanish	English	Spanish	English
enero eh-NEH-roh	January	julio HOOL-yoh	July
febrero feh-BREH-roh	February	agosto ah-GOHS-toh	August
marzo MAHR-soh	March	septiembre sep-TYEHM-breh	September
abril ah-BREEL	April	octubre ohk-TOO-breh	October
mayo MAH-yoh	May	noviembre noh-BYEHM-breh	November
junio HOON-yoh	June	diciembre dee-SYEHM-breh	December

THE SEASONS OF THE YEAR

Las estaciones
lahs ehs-tah SYOHN-ehs

The seasons

la primavera lah pree-mah-BEH-rah	spring	el otoño ehl oh-TOHN-yoh	autumn
el verano ehl beh-RAH-noh	summer	el invierno ehl eem-BYEHR-noh	winter

WEATHER EXPRESSIONS

Hace (mucho) calor.
AH-seh MOO-cho kah-LOHR.

It's (very) warm.

Hace frío. AH-seh FREE-oh	It's cold.	Hace fresco. AH-seh FRESH-koh	It's chilly.
Hace viento. AH-seh BYEHN-toh	It's windy.		

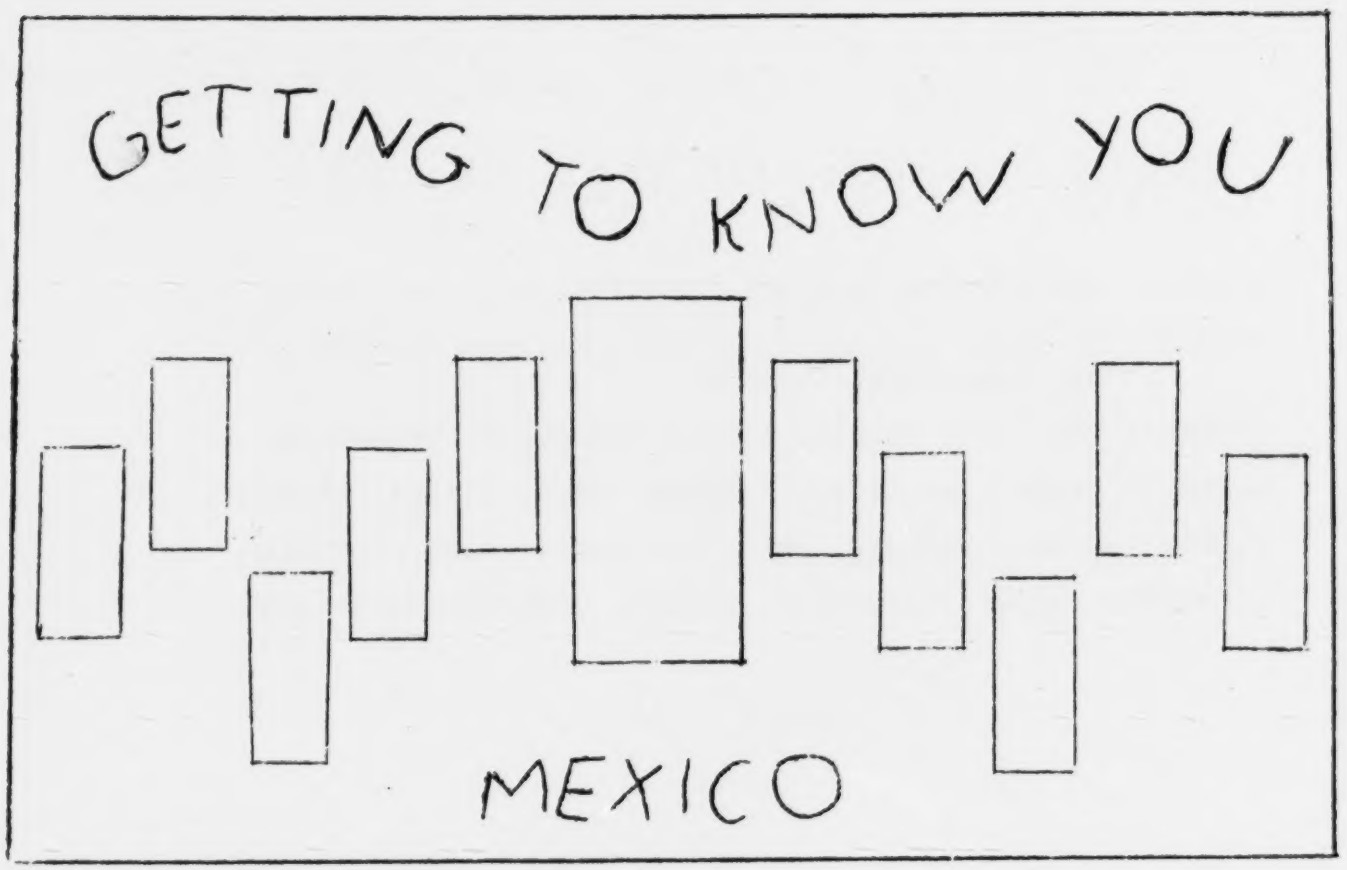
MOTIVATING ACTIVITIES

Many different techniques can be employed to stimulate interest in learning experiences related to Spanish and Latin-America culture. Probably the most valuable resource is the Spanish-speaking child himself who can be the primary source from whom discussion about native customs and traditions can originate. For most children, the opportunity and encouragement to relate personal cultural experiences can be rewarding and can provide his classmates with first-hand observations and understandings more meaningful than those obtained vicariously through other media.

Children like to share and they can be easily encouraged to bring from home articles characteristic of their native lands. These can be compared with those objects having the same, or similar function, in American culture.

Persons in the community should not be overlooked as an effective resource. A demonstration of a particular skill, or handicraft, a presentation of customs and values, or a discussion of a historical outlook may broaden understandings.

Interest in Spanish and Latin-American culture can spring from and be sustained with skillful use of the bulletin board. Following are a few examples which can be adapted or modified to suit specific needs of a particular class:



CENTER AREA

A map of the country being studied may be placed here with the major cities indicated.

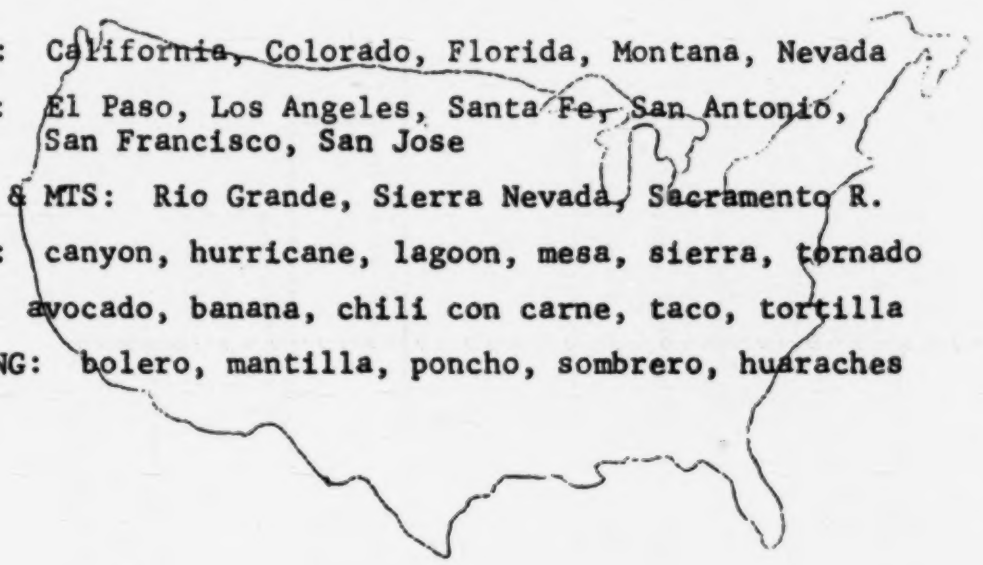
Cities and towns individual pupils are from may also be labeled.

SIDE AREAS

A typical native object may be displayed on each side area accompanied by a brief descriptive paragraph.

Or the entire board can be used to develop a unit on a specific country. Each side area can contain short paragraphs and pictures pertaining to that country's climate, major cities, people, customs, history, etc.

WORDS GET AROUND
SPANISH INFLUENCE IN THE U.S.



STATES: California, Colorado, Florida, Montana, Nevada

CITIES: El Paso, Los Angeles, Santa Fe, San Antonio, San Francisco, San Jose

RIVERS & MTS: Rio Grande, Sierra Nevada, Sacramento R.

NATURE: canyon, hurricane, lagoon, mesa, sierra, tornado

FOODS: avocado, banana, chili con carne, taco, tortilla

CLOTHING: bolero, mantilla, poncho, sombrero, huaraches

Other categories may include the following:

PLANTS & ANIMALS

alfalfa
armadillo
bronco
burro
coyote
llama
mustang
palomino
pompano
pinto

RANCH LIFE

chaparral
chaps
cinch
corral
hacienda
lariat
ranch
rodeo
stampede
wrangler

BUILDINGS

adobe
cafeteria
patio
plaza
pueblo

NATURE

canyon
hurricane
lagoon
mesa
sierra
tornado

MISCELLANEOUS

bonanza
fiesta
filibuster
loco
mosey
pronto
vamoose

The terms listed here are not, certainly, all-inclusive.

Teachers are aware of the role that songs, records, stories, films and filmstrips play to enhance or enrich a learning activity.

Since planned learning experiences will vary from classroom to classroom, the teacher is referred to the table of contents of this bulletin for a listing of approved audio-visual materials, so that he may select those most appropriate to his situation.

The above should be followed by a teacher-guided discussion pointing out the location of the country being studied and a sharing by the class of what they already know about that country and about the Latin-American people who are now living in the United States.

LANGUAGE ARTS

ORAL EXPRESSION

1. Introduce children to the Spanish translations of their given names. Perhaps a parent, a paraprofessional, or other member of the school community could write them out for the teacher.

   These Spanish names could be written on name tags made in the shape of sombreros or guitars.

   Example: Edward - Eduardo
   John - Juan
   Mary - Maria
   Joan - Juana

2. Encourage children to use greetings and other commonly used expressions in Spanish. For a list of these with phonetic pronunciation, see page 2 of this bulletin.

3. Familiarize children with some Spanish proverbs. They will enjoy comparing them with similar English proverbs and applying them in appropriate situations. Examples:

ENGLISH	SPANISH
Better late than never.	Mas vale tarde que nunca. mahs BAH-leh TAHR-deh keh NOONG-ka.
Little by little one goes a long way.	Poco a poco se va lejos. POH-koh ah POH-koh seh bah LEH-hohs.
Knowledge is power.	Saber es poder. sah-BEHR ehs poh-thehr.
*A bird in hand is worth a hundred flying.	Mas vale un pájaro en la mano mahs BAH-leh oon PAH-hah-roh ehn lah MAH-noh que ciento volando. keh SYEHN-toh boh-LAHN-doh.

*The saying in Spanish is expressed differently than it is in English, a bird in hand is worth two in the bush.

4. Have children compile a list of words commonly used in English which have been borrowed from the Spanish language. Some of these are listed below:

adobe	fiesta	mustang	sombrero
alpaca	lasso	patio	stampede
bonanza	manana	plaza	tango
bronco	mantilla	poncho	tornado
burro	marina	rodeo	vigilante
canyon	mesa	sierra	
chili con carne	mosquito	siesta	

The children may also enjoy finding street names which are Spanish in origin. Here is a list of some found in Detroit:

Alma	San Juan
Buena Vista	Santa Barbara
California	Santa Clara
Clarita	Santa Maria
Colorado	Santa Rosa
Cordova	

5. Help children plan and present a simulated television or radio panel discussion which would compare likenesses and differences between Latin-American and American cultures (e.g. food, clothing, shelter, holidays, customs, crafts, games, products, geography, transportation, occupations, educational systems, recreation, government, etc.). This activity would, of course, follow research done by the children and can provide a change from the traditional oral report. (See end of section for a list of Mexican, Cuban and Puerto Rican holidays.)

   Another variation of this activity would be to have two children plan and present an interview with a historical or present-day figure in a "You Are There" type of program.

   Children could also conduct an opinion-survey program dealing with current issues or events dealing with Mexican, Cuban, or Puerto Rican affairs.

6. Use pictures relating to Latin-American culture as a basis for encouraging discussion. (The Children's Museum has a collection of pictures of Mexican people, their costumes, etc. There is a story on the back of each picture. These stories are excellent for promoting discussion.)

7. Allow children to present original plays (puppets can be used if desired.) These could relate to a particular facet of Latin-American family life or culture or, for example, children could re-enact a recent trip to Mexico or to some Latin-American country.

8. Assist children in planning situations suitable for role-playing. These could include the experiences of children recently arrived from other countries who have not yet learned English. This role-playing situation could be reversed whereby an American child moves to another country, such as Mexico, and is faced with the problem of communication.

9. Use poetry related to Latin-American history and culture for choral speaking. This activity can provide an enjoyable experience for all children and can be particularly helpful to children learning English. Refer to the Reading Section of this bulletin for appropriate selections found in the basal readers.

   Help children memorize the following jingles. The use of the language with appropriate body movements will make the jingles more enjoyable and meaningful. The movements which should accompany the first jingle are apparent from the translation. In the second jingle, the children may raise a finger for each day named.

Uno, dos, tres, OO-noh dohs trehs	One, two, three
Aplaudamos a la vez. ah-plahoh-DAH-mohs ah lah behs.	Let's clap together.
Cuatro, cinco, seis KWAH-troh SEENG-koh sehys	Four, five, six
Tocamos nuestros pies. toh-KHA-mohs NWEHS-trohs pyehs.	Let's touch our feet.
Siete, ocho, nueve SYEH-teh, OH-cho, NWEH-beh	Seven, eight, nine
Nadie se mueve. NAH-dyeh seh MWEH-beh.	Nobody moves.
Y diez ee dyehs	And ten
Saltamos a la vez. sahl-TAH-mohs ah lah behs.	Let's jump together.
Lunes, Martes, Miercoles, tres; LOO-nehs, MAHR-tehs, MYEHR-koh-lehs, trehs;	Monday, Tuesday, Wednesday, three;
jueves, viernes, sábado, seis; WHEH-behs, BYEHR-nehs, SAH-bah-thoh, sehys;	Thursday, Friday, Saturday, six;
domingo, siete. doh-MEENG-goh, SYEH-teh.	Sunday, seven.

10. Have children make up riddles relating to famous people of Latin-American heritage. Other categories for riddles could include names of countries, native foods, or objects and articles such as pinatas, serapes, and maracas.

11. Plan a fashion show of the native dress of various Latin-American countries. Help children prepare a commentary explaining historical, traditional, or other interesting facts about the clothing.

MEXICAN HOLIDAYS

JANUARY - ENERO

1 - Año Nuevo - New Year's Day

6 - Día de los Reyes Magos - Feast of the Three Kings

MARCH - MARZO

21 - Natalicio de Dn Benito Juarez,
el Padre de la Reforma - Birthday of Benito Juarez

MAY - MAYO

1 - Día del Trabajo - Labor Day

5 - Batalla de Puebla - In commemoration of the Mexican defeat over the French

10 - Día de las Madres - Mother's Day - This is a fixed date

JUNE - JUNIO

15 - Día del Padre - Father's Day - This is a fixed date

SEPTEMBER - SEPTIEMBRE

15 & 16 - Grito de Independencia - Mexican Independence Day

DECEMBER - DICIEMBRE

12 - Festivades a la Virgen de Guadalupe, Patroan de
Mexico - Feast of Our Lady of Guadalupe, Patroness of Mexico

CUBAN HOLIDAYS

JANUARY - ENERO

1 - Año Nuevo - New Year's Day

6 - Día de los Reyes Magos - Feast of the Three Kings

28 - Nacimiento de José Martí, llamado "Apóstal de la Independencia" or "El Apóstal" - Birthday of José Martí (1853), called the "Apostle of Independence" or "The Apostle"

CUBAN HOLIDAYS (continued)

FEBRUARY - FEBRERO

24 - Grito de Baire - Cry of Baire - Cry for Independence from Spain first heard on February 24, 1895, in Baire in the province of Oriente

MAY - MAYO

1 - Día del Trabajo - Labor Day

2nd Sunday in May - Día de las Madres - Mother's Day

19 - Muerte de José Martí - Commemoration of the death of Jose Marti (1895)

20 - Día de la Independencia - Independence Day

JUNE - JUNIO

2nd Sunday - Día del Padre - Father's Day

OCTOBER - OCTUBRE

10 - Grito de Yara - Cry of Yara - First war for Independence

DECEMBER - DICIEMBRE

7 - Día de Commemoracion - Memorial Day

24 - Noche Buena - Christmas Eve

25 - Navidad - Christmas Day

PUERTO RICAN HOLIDAYS

JANUARY - ENERO

6 - Día de los Reyes Magos - Feast of the Three Kings

MARCH - MARZO

22 - Abolición de la Esclavitud - Abolition of slavery

APRIL - ABRIL

16 - José de Diego

JULY - JULIO

26 - Constitution Day - Puerto Rican Constitution was signed on this day

PUERTO RICAN HOLIDAYS (continued)

SEPTEMBER - SEPTIEMBRE

23 - Grito de Lares - 1st cry for Independence

NOVEMBER - NOVIEMBRE

19 - Discovery of Puerto Rico

DECEMBER - DICIEMBRE

24 - Noche Buena - Christmas Eve

25 - Novidad - Christmas Day

READING

1. Basal and Co-Basal Selections Relating to Latin-American history and Culture.

Following is a list of stories and poems, alphabetically arranged by publisher, found in the basal and co-basal readers most widely used in Detroit schools, A brief annotation and grade-level designation follows each listing. In some instances the content or situation may not be directly related to Latin-American history or culture but the main character may be a child or person of Latin-American descent. These stories have been included in order to help children develop a feeling of identification with storybook characters.

AMERICAN BOOK COMPANY

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
FAR AND AWAY (2^1)			
GOLD AND SILVER (2^2)	Ernesto Makes a Friend	142-148	Setting: Andes Mountains
HIGH AND WIDE (3^1)	Lucia and the Americanos	37-45	Southwest U.S.A.
IDEAS AND IMAGES (3^2)	Learning a New Language	79-81	
	The Tale of the Lazy Donkey	107-113	Setting in Spain
	Someone for Maria	155-161	
JOYS AND JOURNEYS (4)	It's a Tough Life	163-173	
KINGS AND THINGS (5)	Si, Amigo	11-17	Puerto Rican boy in N.Y.
	The Return of the Nina	85-93	A play about the boy Juan, the only one in Palos who had faith in Columbus' safe return. Setting: Spain.
	Theresa Follows the Crops	168-176	Migrant workers following the crops.
	The Magic Sandals	188-194	Historical fiction - Incas.
	Would You Believe It?	293-298	Folk beliefs around the world. Reference to Honduras, South America, and Mexico.
	The Fountain of Youth	302-307	Spanish explorer, Juan Ponce de Leon, in the New World.
LAUNCHINGS AND LANDINGS (6)	I Live on the Border	23-31	Brief history of Mexico, life in Mexico today.

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	"Paso Por Aqui"	242-243	The "writing" of prehistoric man meets that of modern man.
	The Battle of Words	312-313	Languages borrowing from one another.
AMERICAN TRIPLE "I" SERIES I AIM, ASK, AND ACT (Level 1)			
	The Watch	UNIT 2 32-36	Carlos, main character.
	Pedro and the Mailman	UNIT 3 16-18	
	Carlos Helps	UNIT 4 15-19	
	The Best Thing to Do	UNIT 5 25-31	Carlos, one of the main characters.
	Little Joe	34-39	
I BUILD, BELONG, AND BELIEVE (Level 2)			
	Room For One More	UNIT 1 22-27	Jose's resentment about a new baby in the family.
	Try Out and See	UNIT 3 3-18	Carla, one of two main characters.
	Not So Square	37-43	Carlos, one of two main characters.
	Needing A Friend	UNIT 4 12-17	Tina and her family new in a large city
	The Window Box	32-37	The Munoz family move from a small farm-town to live in the city.
	Leave a Guy Alone	UNIT 5 5-11	Carlos' feelings about his family
	Who Told You?	14-19	Tina's friendship with Molly.

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
AMERICAN TRIPLE "I" SERIES			
		UNIT 1	
I CAN, COMPETE, AND CARE (level 3)	The Mario Secret	21-28	
	Tonys Wall	31-40	Tony main character. Jose, one of a group of children.
		UNIT 2	
	The Class Party	12-17	Maria, one of the main characters.
	Some Kids Make It	30-87	Tina, Carlos, part of the group of children.
		UNIT 3	
	The Only Way to Beat Them. (Play)	22-28	Roy and Ben belittle value of school while awaiting return of Angel, Roy's brother from prison. Angel decides to return to school, changes attitude of Roy and Ben.
	Knock, Knock	39-43	Game Knock, Knock. Marie teaches Molly the derivation of last names as related to the occupation of the individual - Jose Rio.
		UNIT 4	
	The Only Fish in the Ocean	18-23	John Joseph Endo
	Let it Rain	36-41	Class field trip, Carlos and Pedro members of the class.
	The Man the People Loved	44-46	Luis Munoz Marin as governor of Puerto Rico brings about economic and social reform.
		UNIT 5	
	Ernesto	23-30	Ernesto, probably Puerto Rican boy. Teacher, Miss Quentes.

AMERICAN BOOK COMPANY
(4)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Tony Learns a Lesson	UNIT 5 33-40	Tony & Pedro, main characters.
	Hard Work	53-59	Gus & Luis, main characters. Luis probably Puerto Rican.
I DO, DARE, AND DREAM (Level 4)	The Game	UNIT 1 3-11	Lee Marin, Lucia & Nina main characters.
	Perrito	UNIT 2 22-28	
	Hans Learns the Game	48-58	Carlos, a teammate, helps Hans, telling him that he too did not speak English a few years ago.
	The Lopez Man	UNIT 3 3-9	Pedro Lopez a boy from a small Mexican town moves to a big American city.
	Squirrel's Tale	11-18	Five boys on way to Book Fair, Pedro one of the group.
	Tony Brown Presents	28-34	Chico, member of a musical grp. Chico's brother Jose, an important character-Puerto Rican.
	The Right Time	36-42	
	Trini Lopez	44-46	
	Get-together House	UNIT 4 44-54	Tina Sanchez, narrator of story is Mexican-American. She talks about her multi-racial & multi-ethnic neighborhood.
	More Important Things to Do	UNIT 5 31-39	Mario, Puerto Rican boy, main character.

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BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
AMERICAN TRIPLE "I" SERIES	Dona Felisa Rincon de Gautier	UNIT 5 60-62	First woman Mayor of San Juan, Puerto Rico
I EARN, EXPLORE, AND EXCEL (Level 5)	The Cliff Divers	UNIT 1 48-58	Jose Morales from Acapulco, now in California.
	A Place of Their Own	UNIT 2 3-9	The large Garcia family solves the problem of privacy in a small apartment.
	The Wallet	21-30	Paco, a Puerto Rican boy, main character.
	Letter From an Older Brother	UNIT 3 50-58	Joey Quentes, main character.
	The Necklace	UNIT 4 23-34	Maria, main character.
	The Picture	UNIT 5 28-36	Rosa, main character, likes to do portraits.
	The Last Caribe	38-47	Ray's brother, Angel, wants to quit gang.
	Teddy Moscoso	60062	Director of ASPIRA, organization to help Puerto Ricans in New York City.
I FIND, FOLLOW, AND FINISH (Level 6)	The Fight	UNIT 1 3-13	Pablo, the school bully, tries to extort money from Juan, main character.

AMERICAN BOOK COMPANY
(5)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
AMERICAN TRIPLE "I" SERIES	Arriba, Julio!	38-47	Julio, star athlete, is paralyzed in a subway accident.
	Cesar Chavez	60-62	
	UNIT 3		
	Chico Finds A Way	37-44 1	Chico Reyes wants to join a baseball team.
	UNIT 4		
	Teammates	3-15	Pablo Diez, a Puerto Rican, stars in basketball.
	UNIT 5		
	The Block	3-10	Luis & his sister Carmen witness a mugging.
	The River	22-29	Jaime Juarez's friends plan to float their raft across a dangerous river.

FIELD EDUCATIONAL PUBLICATIONS, INCORPORATED

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
ROLLER SKATES (2)	Timothy's Flower	16-25	Negro boy, main character. Mrs. Valdez & Mrs. Olvera prominent characters. Teacher's manual suggests talking about names & indicating the family origins or nationalities.
	Emilio's Summer Day	39-48	Emilio, main character.
	Pepito's Story	90-98	Setting: Probably Spain
	In My Mother's House (Poem), Ann Nolan Clark	113-116	Pueblo Indian child tells the story describing his home, his food, etc. Many words in the poem are of Spanish derivation. They are developed in the introduction to the selection.
	The Story of Ferdinand	162-168	Setting: Spain
WINDOWPANES (4)	A Volcano is Born	70-78	Birth of Paricutin, Mexico
	So Long, Chelsea	314-324	Puerto Rican family in N.Y.C.
FOX EYES (5)	I Am Miguel	314-328	The boy, Miguel, on a sheep ranch in New Mexico

FOLLETT EDUCATIONAL CORPORATION

BOOK TITLES	SELECTION TITLE	PAGE	CONTENT
SUNNY DAYS IN THE CITY (p^2)	Lost in School	48-52	Carlos, main character.
	Carlos Takes a Look	53-56	Carlos, main character.
	The Boys Get Help	87-90	Carlos, one of several main characters.
	The Train That Did Not Stop	91-94	Carlos, one of several main characters.
FRIENDS IN THE CITY (1)	Carlos' Surprise	6-10	
	A Policeman Comes	45-48	Carlos not the main character.
	A Good Dog After All	73-76	Carlos not the main character.
	A Pet for Carlos	83-87	
	The White Airplane	117-120	Carlos not the main character.
DOWN CITY STREETS (2^1)	The Shiny Red Fire Engine	127-130	Carlos one of several characters.
IT HAPPENED IN THE CITY (2^2)	Who is Afraid	93-98	George and Maria, main characters -could be Mexican-American.
	The Big Snowstorm	179-183	George & Maria, main characters.
	Mr. Buttons' Surprise Seeds	228-234	Mrs. Carlos, one of several characters.
	Strange Tracks at Big Mt.	241-248	George & Maria, main characters.
NEW FACES, NEW PLACES (3^1)	The King and the Cats	95-102	Spanish names: Antonio, main character. Carlos, one of several characters.

FOLLETT EDUCATIONAL CORPORATION
(2)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Know Your Own Strength	105-110	Main character: a burro
	Juan and the Stubborn Burro	153-164	Setting in Mexico
	The Halloween Tiger	227-236	Man dressed as *Charro MC for TV show, not main character.
EXCITING ADVENTURE (3^2)	Manuel and the Hats	123-128	Setting in Mexico
	Old Silky	147-152	Juan Lopez helps his father on there sheep ranch.
	Something to Brag About	163-168	Carlos, one of several characters.

*Mexican Cowboy Costume

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
GINN 100 SERIES AROUND THE CORNER (2^2)	Pedro and the Pilot	115-120	Ranch, West U.S.A.
FINDING NEW NEIGHBORS (3^1)	The Boy Who Believed	232-236	The boy, Juan, main character, believed in Columbus' dream.
	Merry Easter	259-268	Jose, main character, new to U.S. from Mexican village. Difficulty understanding what "egg hunt" is. Mexican custom of "cascarones" introduced (Egg shells filled with confetti, broken on head).
FRIENDS FAR AND NEAR (3^2)	The Men Who Run the Trains	56-65	Spanish or Italian name, Mario, not main character.
	The Poppy Seeds	207-219	Pablo, main character. Setting, probably Mexico.
	Juan's New Boots	296-303	Southwest U.S.A. Ranch.
FUN AND FANCY (Enrichment Reader)	Necessary Nellie	50-58	Julio, Alberto & Rosita, main characters.
DOWN STORY ROADS (Enrichment Reader)	There was an Old Man of Peru (limerick)	256	
	The Emperor's Rhyme, A. A. Milne	263-265	First line, The King of Peru---. A story in rhyme (deals mainly with number rhyme said by the king during trying times).

GINN AND COMPANY
(2)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
ROADS TO EVERYWHERE (4)	Becky and the Bandit	45-56	Joaquin Murrieta, a bandit, in the Joaquin Valley area.
	Tony's Secret	172-185	Setting: Costa Rica.
GINN 100 SERIES			
ALONG STORY TRAILS (Enrichment Reader)	Spurs for Antonia	26-34	Girl on ranch, Southwest U.S.A.
	The River Crossing	112-123	Old Ramon, main character. Care of sheep. Setting, possibly West U.S.A. or Mexico.
	Antonio (Poem)	282	
TRAILS TO TREASURE (5)	Chica	36-47	Horse's name, Chica. Teacher's manual introduces Chica as Spanish word and discusses its meaning. Also Spanish word "escalera" used in Word-Study Skills to show children the use of context clues.
	The Python (Poem), Hilaire Belloc	108	One line - "I had an Aunt in Yucatan..."
	The Heroes of Yellow-Jack	133-139	Dr. Carlos Finlay, Cuban physician, his theory that yellow fever was transmitted from one person to another by the mosquitoe. Setting: Cuba.
	Tara's Burro	210-222	Tarascan Indian boy, Mexico.

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Gloucester Boy	224-236	Portuguese boy, Manuel, in Gloucester, U.S.A. became the cook's helper on his Uncle Joe's schooner.
GINN 100 SERIES ON STORY WINGS (Enrichment Reader)	A Trail Herd and Its Management	70-80	Teacher's Manual deals with word origins, Spanish & French words incorporated into the English language.
	Spanish Johnny (Poem), Willa Cather	82	Setting: Old West.
	The Lama (Rhyme), Ogden Nash	141	
WINGS TO ADVENTURE (6)	The Wool Sack	169-178	The boy Miguel Chavez in New Mexico
	Blue Willow (A Radio Play)	210-233	Lupe Romero, friend of the main character. Migrant laborers.
	Tomas and the Gringo Doctor	477-492	Setting: Bolivia

GINN AND COMPANY
(2)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
GINN 360 SERIES HOW IT IS NOWADAYS (Level 8)	Aqui Esta Mi Nieta	73-79	
	Guess and Try	196-202	Pedro Juarez, not main character.
WITH SKIES AND WINGS (Level 9)	The Three Figs	253-262	A play: Puerto-Rican Tale.
	Amigo	287-325	Book-length story.
ALL SORTS OF THINGS (Level 10)	The Holes of Lagos	292-300	Mexican Folk Tale.
THE SUN THAT WARMS (Level 11)	Ramon and the Orange Bowl	340-352	Setting: in Mexico.
ON THE EDGE (Level 12)	Empty Wasn't Empty	12-31	Chico, one of two main characters
TO TURN A STONE (Level 13)	Of a Theory...Linking the Transoceanic Cultures	228-234	Origin of Central America Indians
	How the Cid Won His Knighthood	392-408	Spanish legendary hero.

HARCOURT BRACE JOVANOVICH, INC.

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
GOALS IN READING (4)	Fire in the Earth	154-158	Birth of the volcano Paricutin in Mexico.
	Skills Lesson-Try This	349	Several paragraphs on Mexico City. Purpose of the lesson: to look for the main idea and details in each paragraph.
READING TO LEARN (5)	America's Earliest Engineers	218-222	The Indians of Central and South America - Mayas and Incas.
	The Voyage of the Beagle	314-318	Charles Darwin was invited to travel aboard the British warship as the ship's naturalist. Two years spent sailing up and down coast of South America. His work there described.
	Juanito of Colombia	361-363	Juanito shines shoes in Bogota. His aspirations.
READING POWER (6)	Tragedy of the Tar Pits	160-165	Setting: LaBrea, California
	A Language and Its Family	181-189	Topic: Indo European language.
	Two Boys of Brazil	260-268	Pen pals learn about each other and the places where they live.

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HOUGHTON-MIFFLIN COMPANY

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
RAINBOWS (4, Primer) (Reader)	Pedro's Bike	98-103	
	Pedro Waits	104-108	
	A New Bike	109-115	
REWARDS (7, 2^2) (Reader)	Meet Miki Takino	189-208	Main character, Japanese boy. He and classmates invited grandparents to class program. No mention of Spanish names. However, picture on p. 203 shows children in Mexican costumes.
PANORAMA (8, 3^1) (Reader)	Anteaters...	36	Mention made that the largest and best known anteaters live in Central and South America.
	Golden Boy	143-152	Mesa Girl, name of a palomino, used in first part of story.
KALEIDOSCOPE (10, 4) (Reader)	The People Downstairs	33-41	Reference made to the Perez family who had moved away.
IMAGES (11, 5) (Reader)	Treasure Overboard	86-92	Setting: Vigo Bay, northwest Spain. Treasure from South and Central America dumped overboard.
	From...and Now Miguel	94-110	
	Mustangs - The Wild Horses	388-391	History of the horse on the North American mainland.

HOUGHTON-MIFFLIN COMPANY
(2)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
GALAXIES (12-6) (Reader)	A Strange Drink Called Xoco-latl	52-54	Story of Chocolate and the Aztecs
	Maria's Big Secret	56-61	Maria Gomez, main character.
	From the Pushcart War	92-110	Setting: New York City. Carlos, one of the important multi-ethnic characters.
	Spaceship Santa Maria (Play - TV Program)	162-172	Setting: Rocket launchings center on the coast of Spain.
	Volcanoes: Windows in the Earth	239-243	Paricutin of Mexico, followed by explanation of why we have volcanoes.
	Oversmart is Bad Luch	288-291	Setting: Uruguay.

LAIDLAW BROTHERS

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
ALL AROUND THE CITY (1)	Kath's Birthday	37-46	Rosa, one of the characters, sings Happy Birthday in Spanish. Music and Spanish lyrics, p.41.
GOOD TIMES IN THE CITY (2)	Pepe Gets Lost at the Zoo	6-13	
	The Burro on the Freeway	39-46	
	Rosa's Doll	47-54	
ADVENTURES IN THE CITY (3)	Pedro's Subway Trip	14-22	
	Silvestre and the Medal of Honor	56-61	Mexican-American, Arizona.
	The Puppet Teaches Spanish	62-68	
	Indian Jim Moves to the City	78-91	Story about American Indian. Spanish name: Miss Mendoza, teacher.
FRIENDS FROM MANY LANDS (4)	Miguel's Double Haircut	13-18	Spanish expression: Hola. Song: La Tijera del Barbero, Spanish and English lyrics.
	Roberto Surprises Mama	53-60	
	The Spiders	77-86	Latin-American family main characters.
	Manuel's Vase	129-134	Mayan Indians
ADVENTURES IN LIVING AND MAKE-BELIEVE (5)	A Ghost in the House	39-47	Spanish Names: Manny, Leon (Not main characters)

LAIDLAW BROTHERS

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Little Luis, the Baseball Player	48-58	
	Frances is a Hero	59-66	Spanish Name: Mr. Marzo (not main character).
	Felipe Looks for Gold	81-92	Puerto Rican family in U.S.
DOORWAYS TO LIFE AND WONDER (6)	Diego Takes His Part	32-42	
	To Rescue a Princess	205-221	Hernando Cortez and Indian Chief.

THE MACMILLAN COMPANY

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
THE MAGIC WORD (Level 12-4)	Friends and Companions	163-165	Discussion of the long partnership of man and dog - reference to paintings of hunting dogs on the walls of Spanish caves.
	Out of Thin Air	167-173	Tony Ramirez, Puerto Rican boy in New York, and Hoogie, the main character, team up to earn money.
BOLD JOURNEYS (Level 13-5)	Winners of the West	142-147	Emphasis on black cowboys. Reference made to Mexican vaqueros also.
	American Me	232-238	Mexican immigrants, their contributions, and present-day conditions of migrant workers.
	Superbly She Sailed	369-375	The making of the American clipper ship. Mention made of need of these vessels in war with Mexico. Isthmus of Panama also mentioned as another route to California.
	Where There's Life, There's Hope	414-422	Urban neighborhoods peopled by immigrants. Mention made of Puerto Ricans in N.Y.C.
INTO NEW WORLDS (Level 14-6)	Adventure on the Ocean Floor	227-236	The undersea adventure of a boy. Expeditions base is Nomata, a small town off the Western coast of Mexico. Mention made of Aztec treasure and the Feathered Serpent.

THE MACMILLAN COMPANY

BOOK TITLES	SELECTION TITLE	PAGE	CONTENT
INTO NEW WORLDS (Level 14-6)	Remember the Maine!	268-274	Spanish-American War.
	Uniting for Peace	320-327	Examples cited of skill-sharing in Technical Assistance Programs. Brazilian specialist, Ecuadorian doctor. UNICEF, South America and Mexico.
	What's Different About You?	374-377	One important difference among people - a difference in blood types. Four main blood types found among all groups. Mexicans mentioned.

SCOTT FORESMAN AND COMPANY

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
OPEN HIGHWAYS (4) (Slow Starter)	Tower to the Moon	109-114	Footnote: Adapted from folk tale tales of Latin America by Shirlee P. Newman. Story as written, however, could be folk a tale from anywhere in the world.
OPEN HIGHWAYS (5)	Viva Monterrey!	24-28	Little League team from Monterrey, Mexico.
	Pirates Take Over Tampa	49-52	Legend of pirate Ship, Jose Gasparilla, kept alive each year in Tampa, Florida
	Salty Facts About Tampa's Famous Pirate	53	
	Ernestine and Substance X	55-63	Ernestine Rosario, main character
	Tar Traps of Time	188-193	LaBrea Tar Pits, Los Angeles, LaBrea, Spanish origin.
	The Best Place for a Dinosaur Bone	196-207	Class field trip to LaBrea Pits in Los Angeles.
	Trapped in the Earth	306-316	Setting: Chile, South America, Earthquake.
	The Magic Sandals	354-363	Inca Indians.
OPEN HIGHWAYS (6)	The Story of Chocolate	48-51	In comic-strip form.
	Camels Go West	78-86	Historical camel expedition traveling westward in U.S.A. (1856-1857). Brief mention made of camels going through a Mexican village.
	Twenty Minutes to Zero	302-312	Benito Lopez, one of three main characters.

SCOTT FORESMAN AND COMPANY

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Animals Around the World	374-375	Six continents to be named with names of animals pictured on continents.
THE NEW BASIC READERS (AVERAGE)			
FRIENDS OLD AND NEW (2^1)	Here There, Anywhere	25-29	Rosa Cruz, one of several characters.
	Easy to Find	30-34	Rose Cruz, one of several characters.
	A Party for Wendy	39-43	Tony Silva, main character.
	Be Still	44-50	Tony Silva, main character.
	Right the First Time	51-57	Tony Silva, one of several characters.
	A New Kind of Pet	76-81	Tony Silva, one of several characters.
MORE FRIENDS OLD AND NEW (2^2)	A Zoo Baby	126-129	Ann Garza & Mr. Garza, main characters.
	The Baby Fox	165-170	Pablo and Carlos Santos characters.
MORE ROADS TO FOLLOW (3^2)	New Mexico, Poem	49	One line refers to Mexicans.
	Sequoyah's Honors	136-139	On p. 139 Sequoyah's trip to Mexico and death there.
	Roads, Poem, by Rachel Field	172	Reference made to road that might lead to Mexico
VENTURES (4)	Food for Thought	63-69	Pablo Rosario, Puerto Rican boy new to school. Emphasis, foreign words.

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
	Mysterious Monarchs	222-226	Journey of the monarch butterfly, as far south as Mexico.
	The White Parrot	312-321	Spanish folk tale.
VISTAS (5)	Wild Pony	36-43	Setting: on the Pampa of Argentian.
	A Feller I Know, Poem	44-45	Pedro, main character.
	The River	73-83	Setting: A hut beside the Amazon River.
	Westward Over the Ocean Sea	86-99	The boy, Juan, serves as Columbus' cabin boy.
	Time Cat	350-369	Adventure of Jason and his cat with Incas in Peru. Gareth, the cat, alters the present time and space with a wink of the eye.
CAVALCADES (6)	People's Names	141-144	Compares old traditional given and family names popular in the U.S. and the same names coming to our country in different forms.
	Enough for Everyone	202-211	American boy vacations in Mexico, living with the family of a young Mexican skin diver.
	The Legend of the Moor's Legacy	324-339	From Washington Irving's Tales of the Alhambra. Setting: Granada, Spain.

SCOTT, FORESMAN AND COMPANY
(3)

BOOK TITLE	SELECTION TITLE	PAGE	CONTENT
DIMENSIONS (7)	Caverns of Mystery	64-77	Setting: New Mexico Mexican boy is companion to the main character in an excursion to the caverns.
	The Marvelous Stamps from El Dorado	164-178	Fanciful story about a stamp from El Dorado believed to be located in Central America.
	My Oregon Papa	246-263	Setting: Chicago. Multi-ethnic characters, Carmen Miranda one of them.

2. Literature Books Related to Latin-American History and Culture

During the summer of 1969, a workshop was held for the purpose of developing a bibliography of literature books, both classic and of recent copyright dates, related to Latin-American history and culture. This bulletin, Bibliography of Literature Books Related to Spanish History and Culture, File No. 9318, can be ordered through the Language Education Department.

Each book is briefly annotated with grade level, publisher, and price also given.

These books can be used as a basis for both oral and written book reports.

WRITTEN EXPRESSION

1. Have those children who are interested begin a picture dictionary of Spanish words and phrases. Children may wish to pursue special interests, e.g., a dictionary of sports such as bull fighting, jai alai, or one of foods.

2. Assist children in letter-writing projects to various embassies and consulates for information related to specific countries. Consulates in the Metropolitan Detroit area are:

Dominican Republic	Telephone
20177 Cardoni Detroit, MI 48203	366-3841
Guatemala	
15251 W. Eight Mile Road Detroit, MI	345-5475
Mexico	
232 W. Grand River Detroit, MI 48226	WO. 5-1868

Children may also wish to write to airline companies for posters or maps.

3. Encourage Latin-American children to bring from home recipes of native dishes. These could be compiled by children into a colorfully decorated booklet as a Mother's Day or Christmas gift.

4. Elicit from Latin-American children the names and addresses of relatives living in other countries who would be willing to locate a school or individual children, interested in establishing a "pen pal" correspondence.

5. Establish a list of topics to be researched related to whichever country is being studied. Help children select a topic they wish to research. These written reports could be illustrated and compiled into a large scrapbook.

6. Have children write letters inviting parents and other interested persons to a program presenting a review of what the class has learned about another country. In the event that some parents are unable to attend the program, children may write a letter explaining and summarizing it.

OTHER SCHOOL SUBJECTS

ART

1. Help children make a collage contrasting a modern metropolis such as Mexico City with a native village.

2. Guide children in the construction of a topographical map depicting the physical features of the country being studied.

3. Assist children in designing floor plans illustrating various types of housing found in different Latin-American countries.

4. Allow small groups of children to plan a large mural illustrating various aspects of Latin-American culture.

5. Use the activities published by Children's Museum. See them illustrated on the following supplementary pages.

a. Pinata

b. Masks

c. Weave a Belt

d. Mexican Cup & Ball

e. Ojos De Dios

f. Maria in Her China Poblana

g. Pepito to Market

h. Pepito in His Charro Suit

i. Mexican Festival Mask

j. El Toro

k. Mexican Costume Dolls

(1) Clothes for Maria

(2) Clothes for Maria

(3) Clothes for Carlos

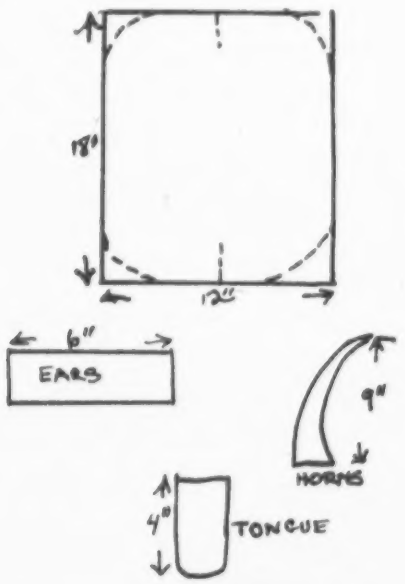
MASKS — PAPER COPIES OF ORIGINALS

MATERIALS NEEDED: CONSTRUCTION PAPER AND GLUE.

STUDY ORIGINAL MASK FOR BASIC SHAPES THAT MAKE UP DESIGNS AND OVER-ALL SHAPE. USE SIMPLE PAPER SCULPTURE TECHNIQUES TO GIVE PAPER MASK DIMENSION. SEE EXAMPLE BELOW.

DRAWING OF ORIGINAL MEXICAN MASK

1 STEPS FOR MAKING PAPER COPY



CUT ABOVE PIECES AS SHOWN

2

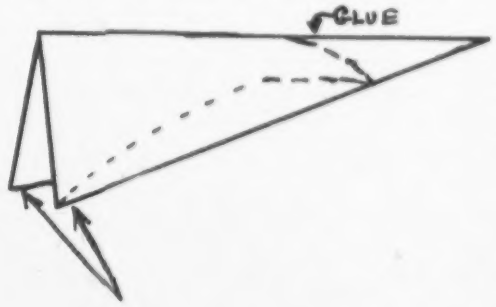
ADD FLAT FEATURES OF SIMPLE SHAPES THAT RESEMBLE THOSE OF THE ORIGINAL.

3

FOLD OVER AND GLUE TO GIVE THREE-DIMENSIONAL SHAPE.

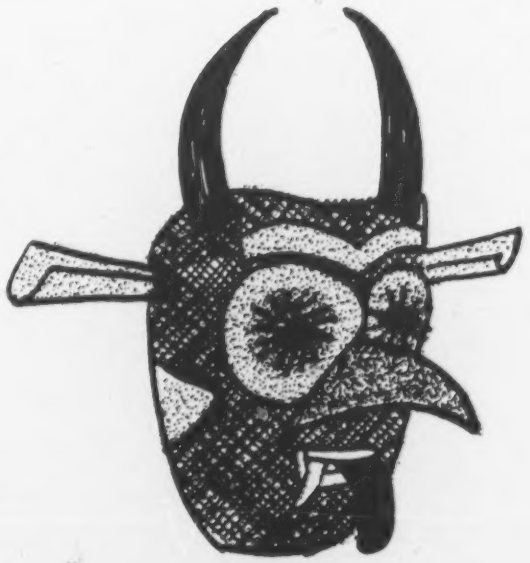
4 FRINGE RINGS FOR EYES

5 CUT TRIANGLE FOR NOSE. FOLD AND CUT AS SHOWN.



GLUE TWO ENDS TO FACE

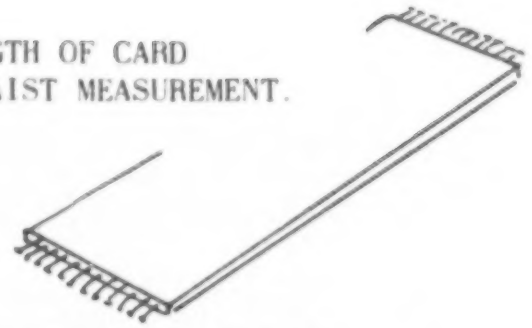
6 ASSEMBLE, ADDING EARS, NOSE, TEETH, AND TONGUE.



WEAVE A BELT

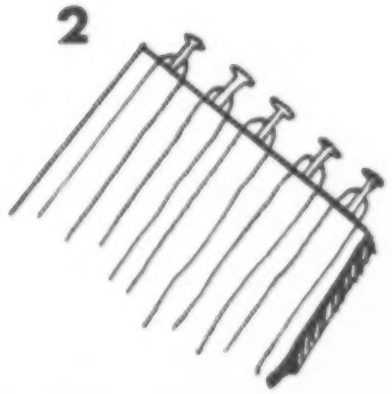
MATERIALS NEEDED: CARDBOARD, YARN, STRING, AND PINS.

1 LENGTH OF CARD
½ WAIST MEASUREMENT.



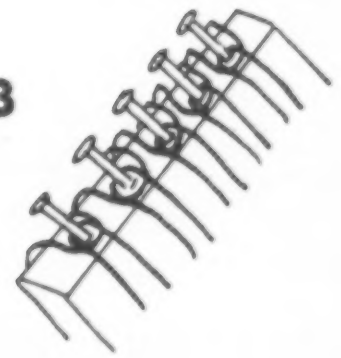
PLACE PINS ¼" APART AT BOTH ENDS OF CARDBOARD.

2



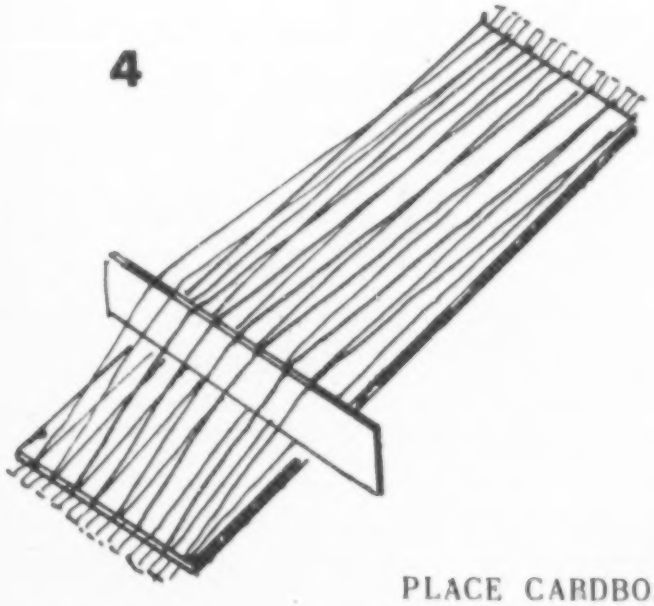
WIND STRING AROUND PINS AS SHOWN.

3



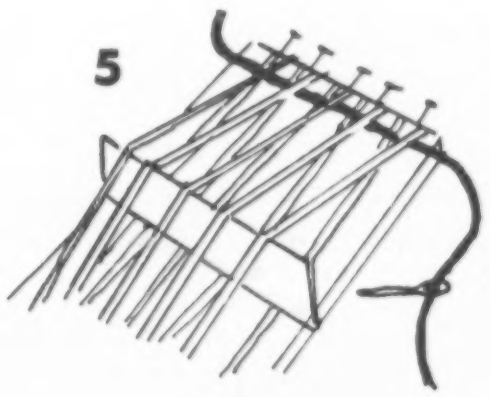
TURN CARDBOARD OVER AND STRING OTHER SIDE OVERLAPPING AS SHOWN ABOVE.

4

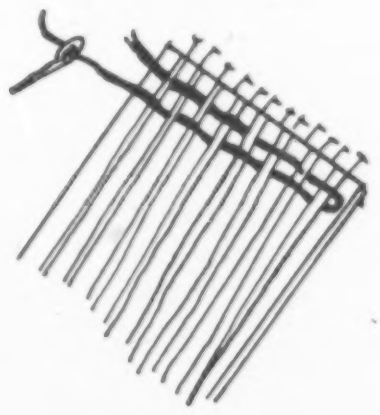


PLACE CARDBOARD STRIP UNDER ALTERNATE STRANDS.

5



TO WEAVE, RAISE HEDDLE SLIP YARN THROUGH. LOWER HEDDLE AND WEAVE IN AND OUT WITH NEEDLE. REPEAT.



6 TO FINISH REMOVE PINS AND APPLY DESIGN OF EMBROIDERY IF DESIRED.

MEXICAN CUP AND BALL

MATERIALS NEEDED: PAPER CUP, STRING, PENCIL, AND BALL.

1

PUSH ERASER END OF A NEW PENCIL ½" INTO BASE OF CUP.

2

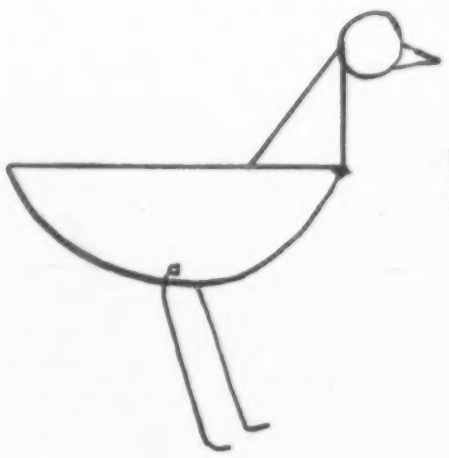
TIE STRING ONTO PIN AND ATTACH TO BALL. TIE OTHER AT BASE OF CUP. CUP MAY BE DECORATED IF DESIRED.

MEXICAN FIGHTING COCKS

MATERIALS NEEDED: WIRE, FEATHERS, CARDBOARD, GLUE, HAIRPINS.

1 BEND WIRE (ABOUT 24" IN LENGTH) IN HALF AS SHOWN AND SET ASIDE.

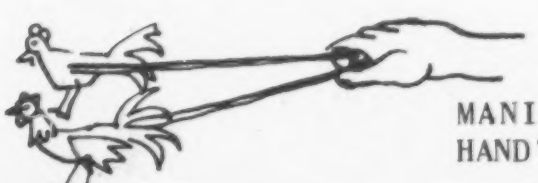
2 MAKE TWO COCKS FROM CARDBOARD



INSERT HAIRPIN THROUGH HOLE IN BODY FOR LEGS. BEND UP ENDS FOR FEET.

3 ADD FEATHERS AND FEATURES

4 ADD TO ENDS OF WIRE



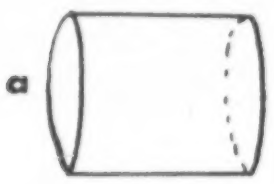
MANIPULATE WIRE WITH HAND TO MAKE COCKS FIGHT

CHILDREN'S MUSEUM **Detroit Public Schools** **67 East Kirby Avenue**

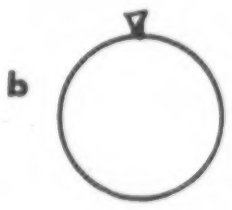
PINATA

MATERIALS NEEDED: OATMEAL BOX OR BALLOON — TISSUE PAPER, CONSTRUCTION PAPER, GLUE, WHEAT PASTE, NEWSPAPER AND PAPER CUPS.

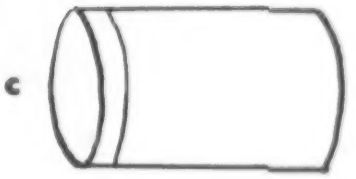
1 START WITH ONE OF THREE FOR A BASE:



STIFF PAPER FORM

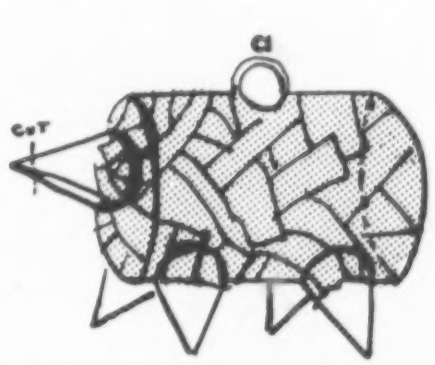


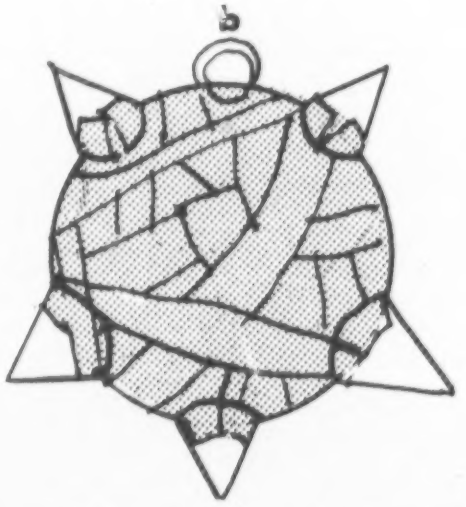
BALLOON

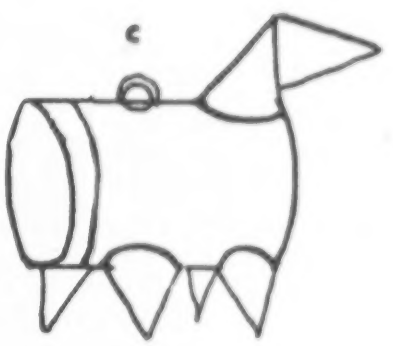


OATMEAL BOX

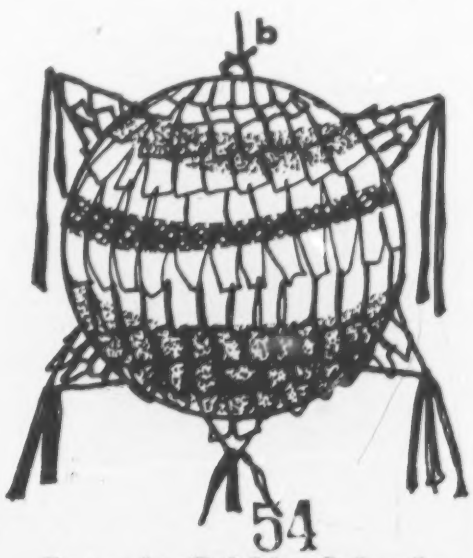
2 COVER A AND B WITH SEVERAL LAYERS OF NEWSPAPER STRIPS THAT HAVE BEEN DIPPED IN WHEAT PASTE. LET DRY AND ADD PAPER CUPS TO FORM DESIRED SHAPE. CUT OPENING TO ALLOW FOR FILLING OF CANDY. ADD RING FOR HANGING. SEE BELOW.







3 DECORATE WITH TISSUE PAPER THAT HAS BEEN CUT INTO STRIPS AND FRINGED. ADD PAPER RIBBONS — FOIL — OR CONSTRUCTION PAPER FOR FURTHER DECORATION.



CHILDREN'S MUSEUM Detroit Public Schools 67 East Kirby Avenue

OJOS DE DIOS

These "god-eyes" are good luck symbols made by the Huichol Indians of Mexico.

MATERIALS NEEDED:

Yarn or string of various colors
Sticks, dowel rods, or tongue depressors
Scissors

STEP 1

Cross two sticks and wrap string or yarn around to hold them in a cross formation. (Use tongue depressors for young children.)

STEP 2

Begin to wind string or yarn around one stick, stretch to next stick and wrap around it. Continue in this way, always going in the same direction.

STEP 3

Change color of string often to make colorful pattern. To add next color, overlap the string.

STEP 4

To finish ojo tuck end of yarn under the last loop and pull tight.

VARIATIONS:

Use toothpicks to make tiny ojos.
Make different shapes by using three or four sticks for foundation.
Arrange a cluster of ojos for a wall hanging or decoration.

MARIA IN HER CHINA POBLANA

A MUSEUM GAME

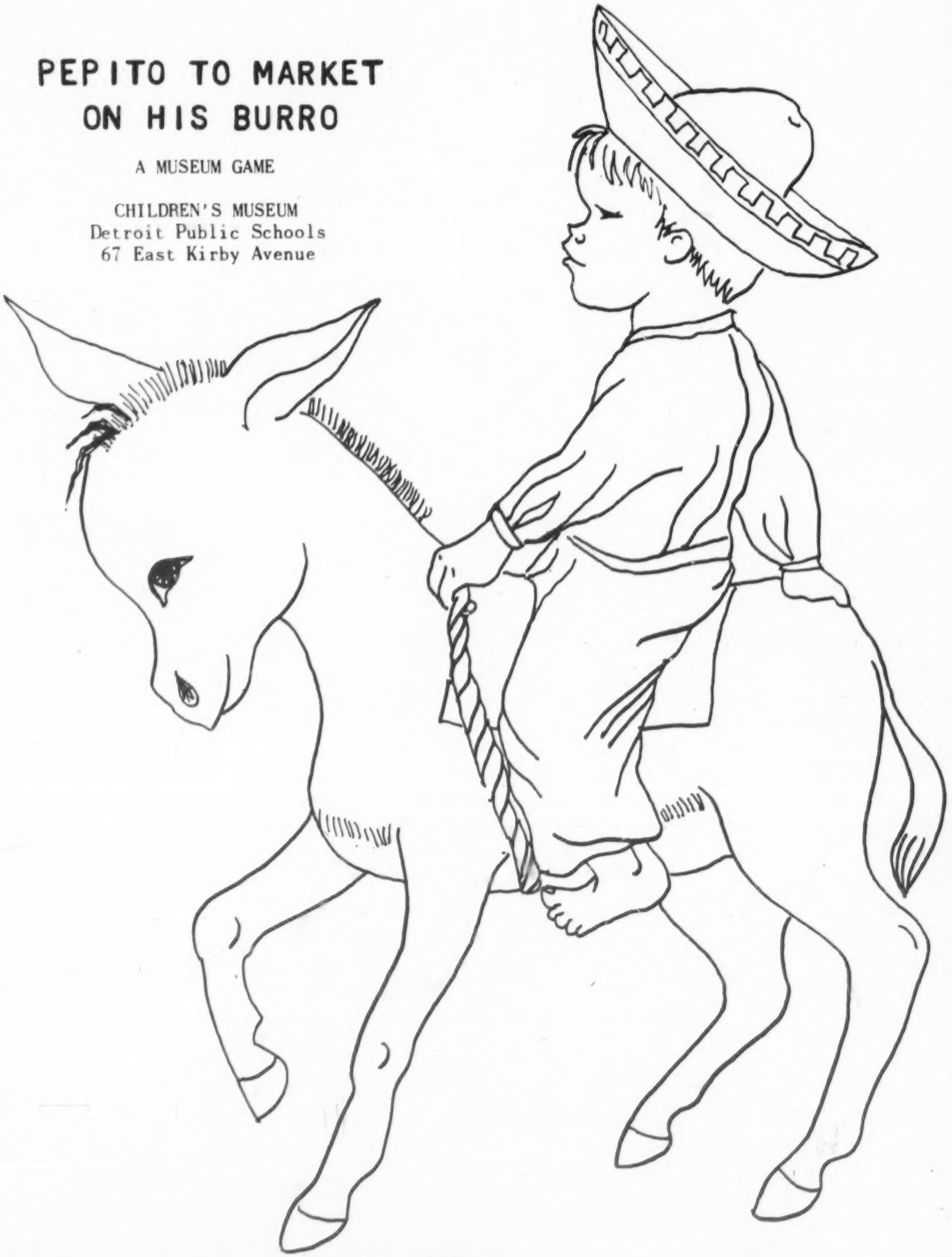
CHILDREN'S MUSEUM

Detroit Public Schools
67 East Kirby Avenue

PEPITO TO MARKET ON HIS BURRO

A MUSEUM GAME

CHILDREN'S MUSEUM
Detroit Public Schools
67 East Kirby Avenue



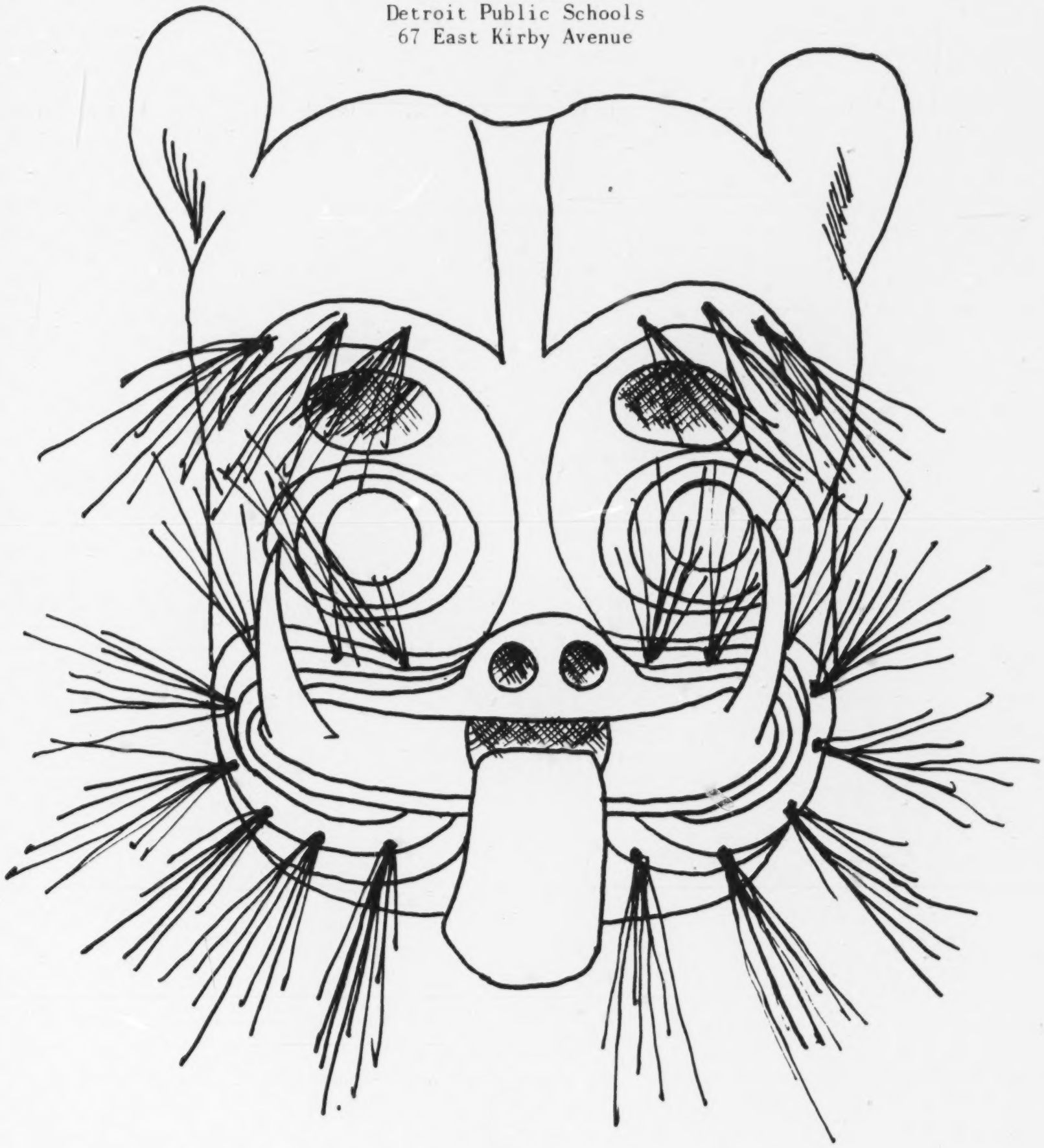
PEPITO IN HIS
CHARRO SUIT

A MUSEUM GAME

MEXICAN FESTIVAL MASK

A MUSEUM GAME

CHILDREN'S MUSEUM
Detroit Public Schools
67 East Kirby Avenue



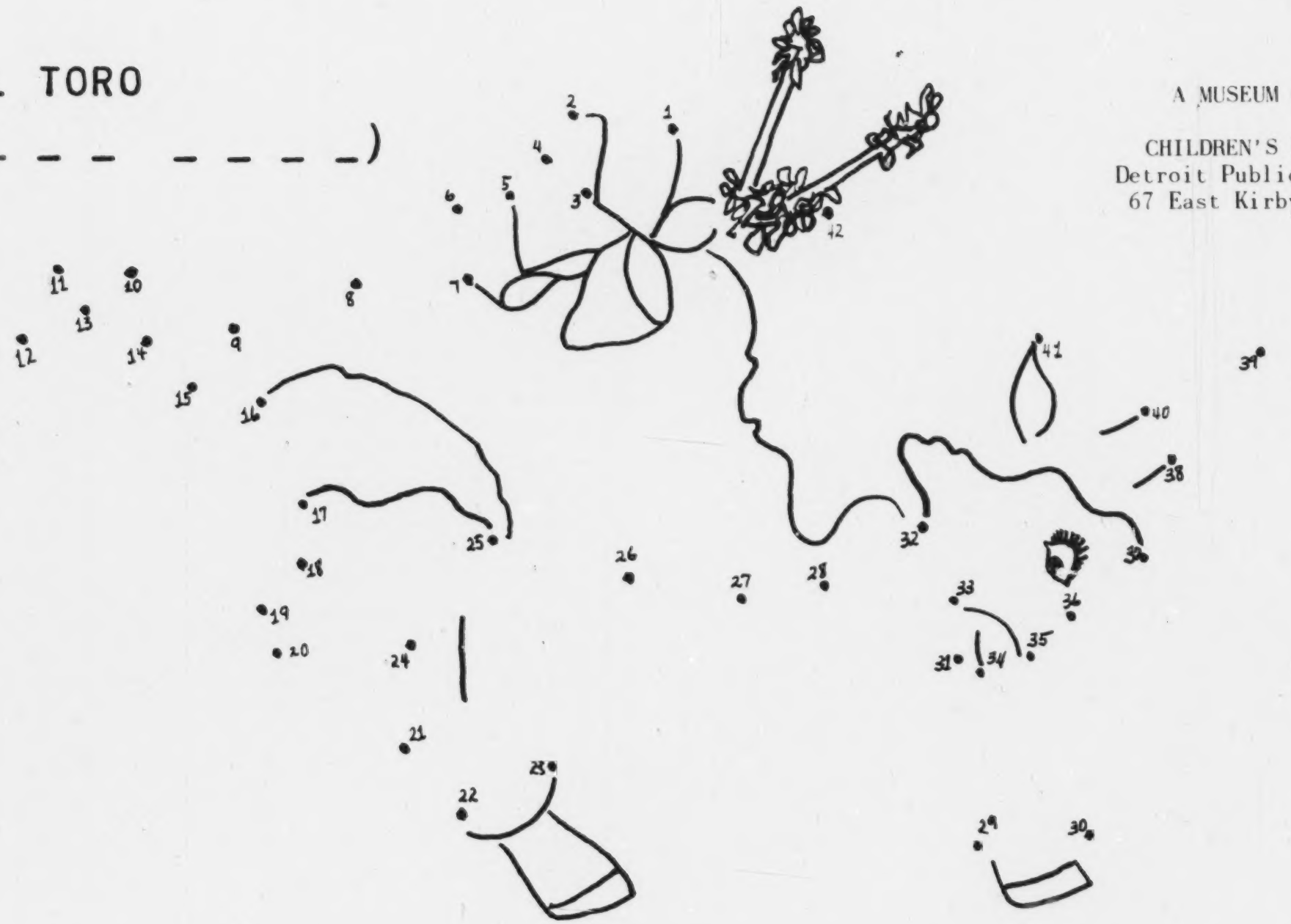
He has boar's _ _ _ _ _ and _ _ _ _ _ _ _ _ _.

EL TORO

(_ _ _ _ _ _ _ _)

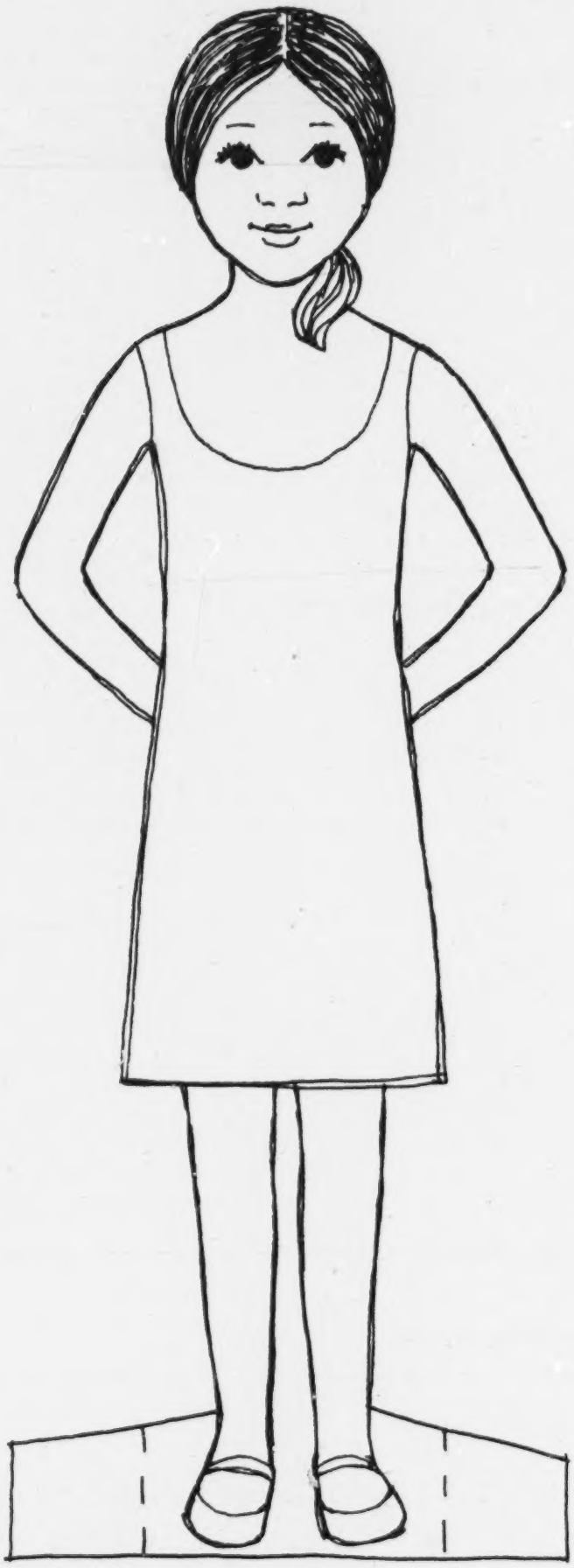
A MUSEUM GAME

CHILDREN'S MUSEUM
Detroit Public Schools
67 East Kirby Avenue

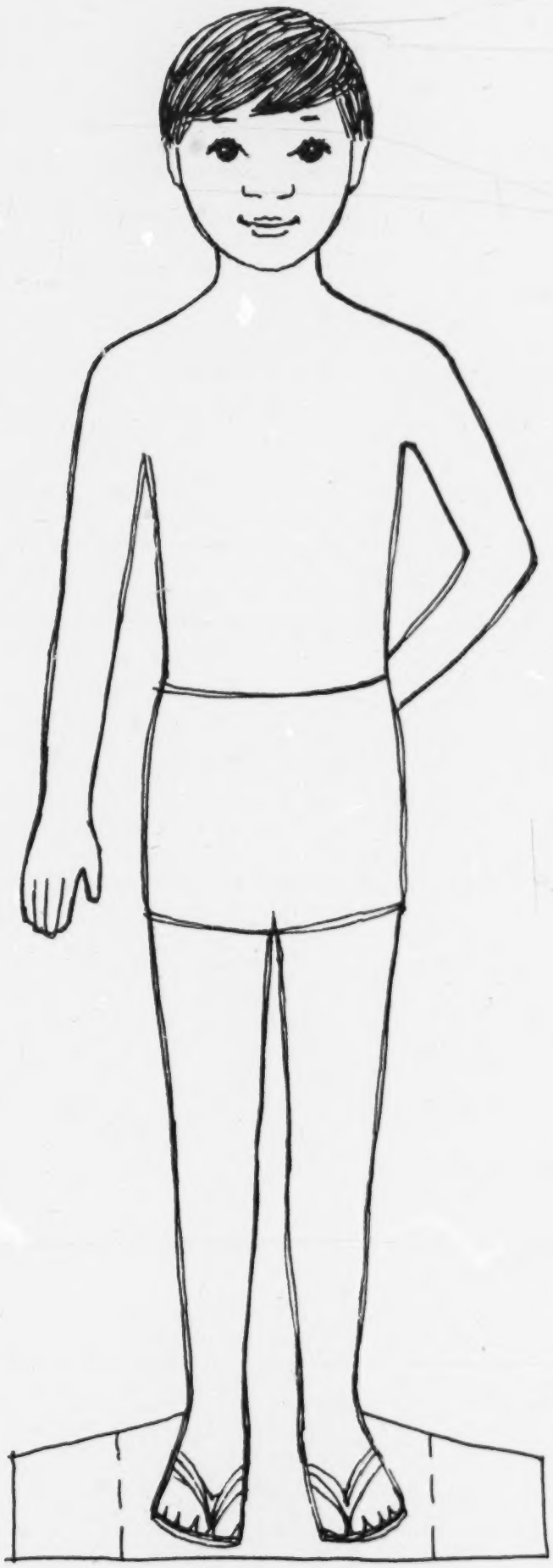


The piñata is used by Mexican children at their _ _ _ _ _ _ _. It is filled with _ _ _ _ _ and _ _ _ _ _ and then broken.

Mexican Costume Dolls

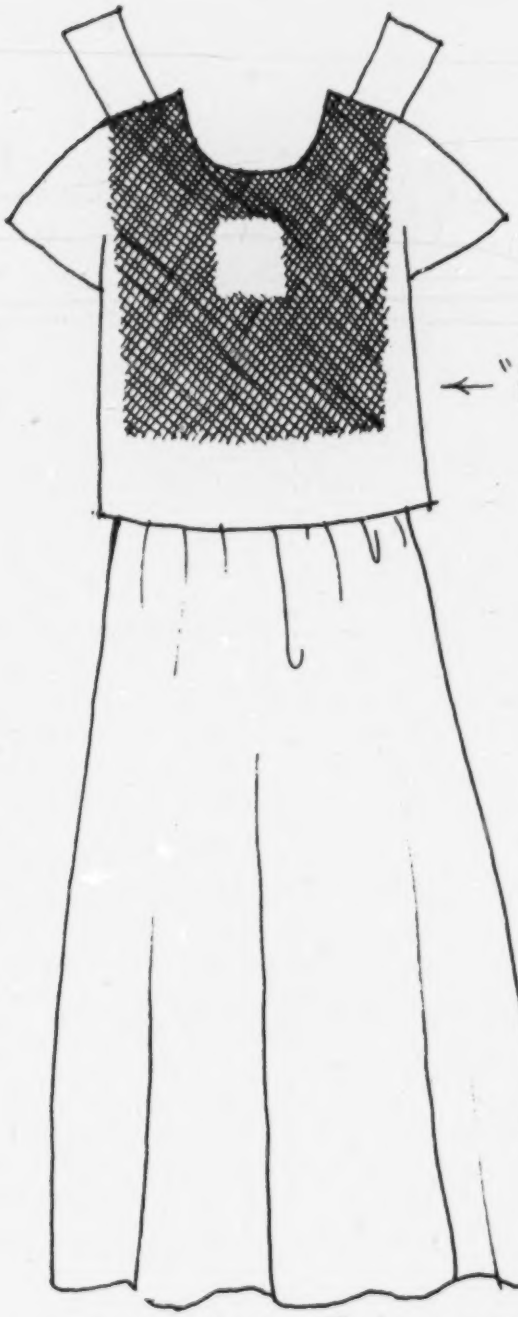


María



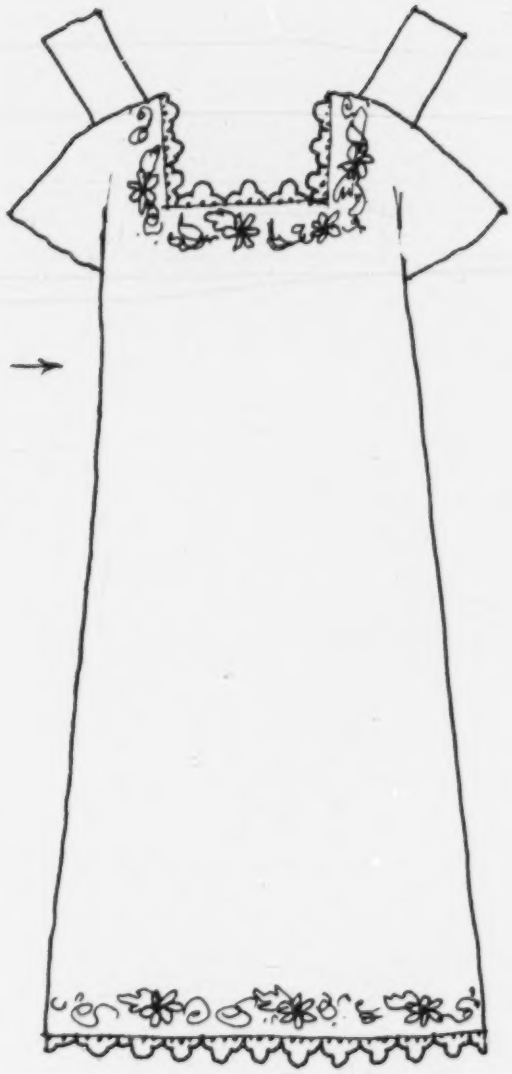
Carlos

Clothes for María

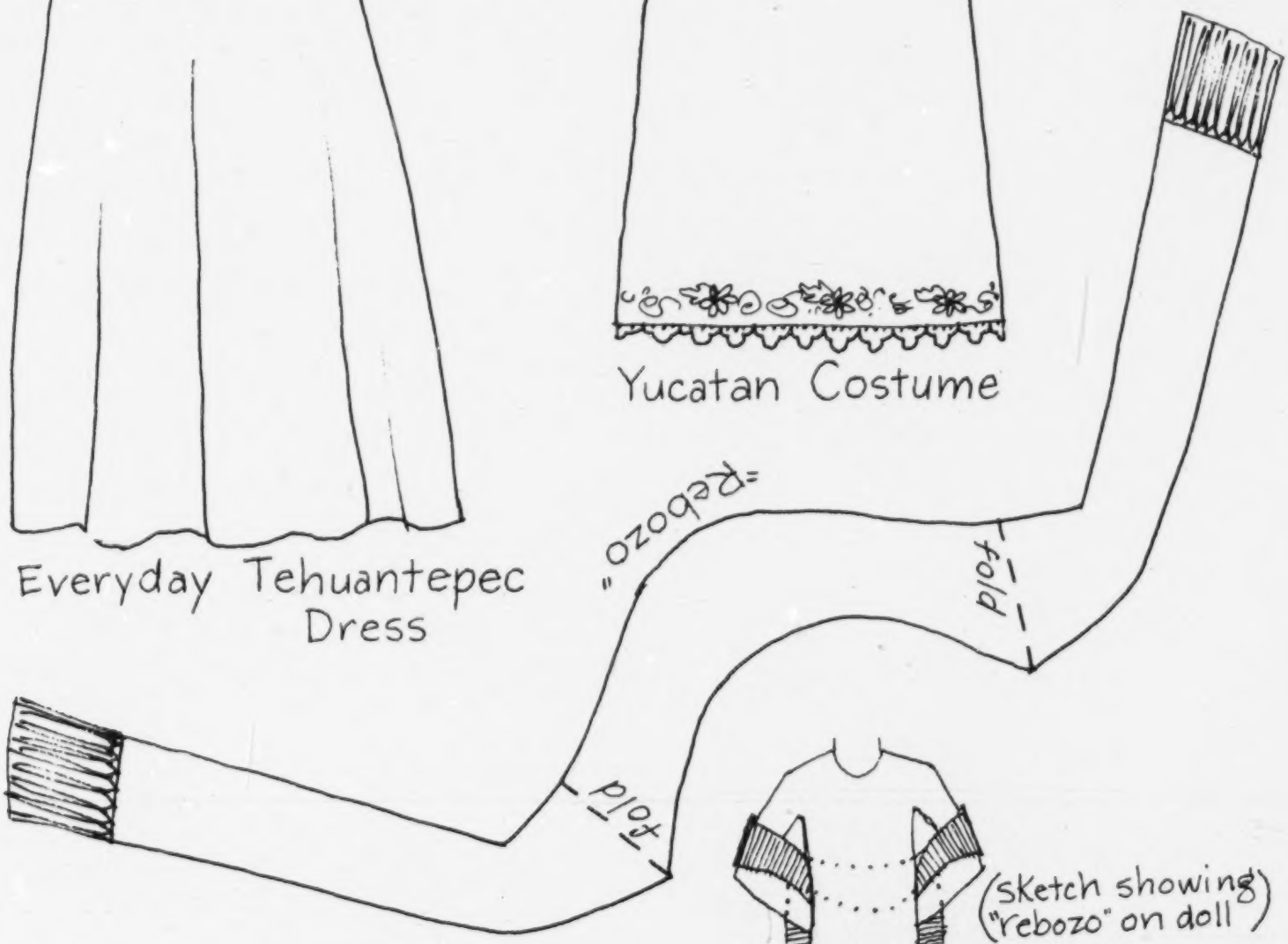


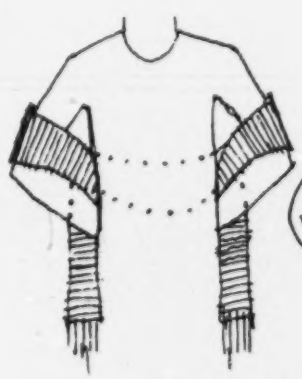
Everyday Tehuantepec Dress

←"Huipil"→



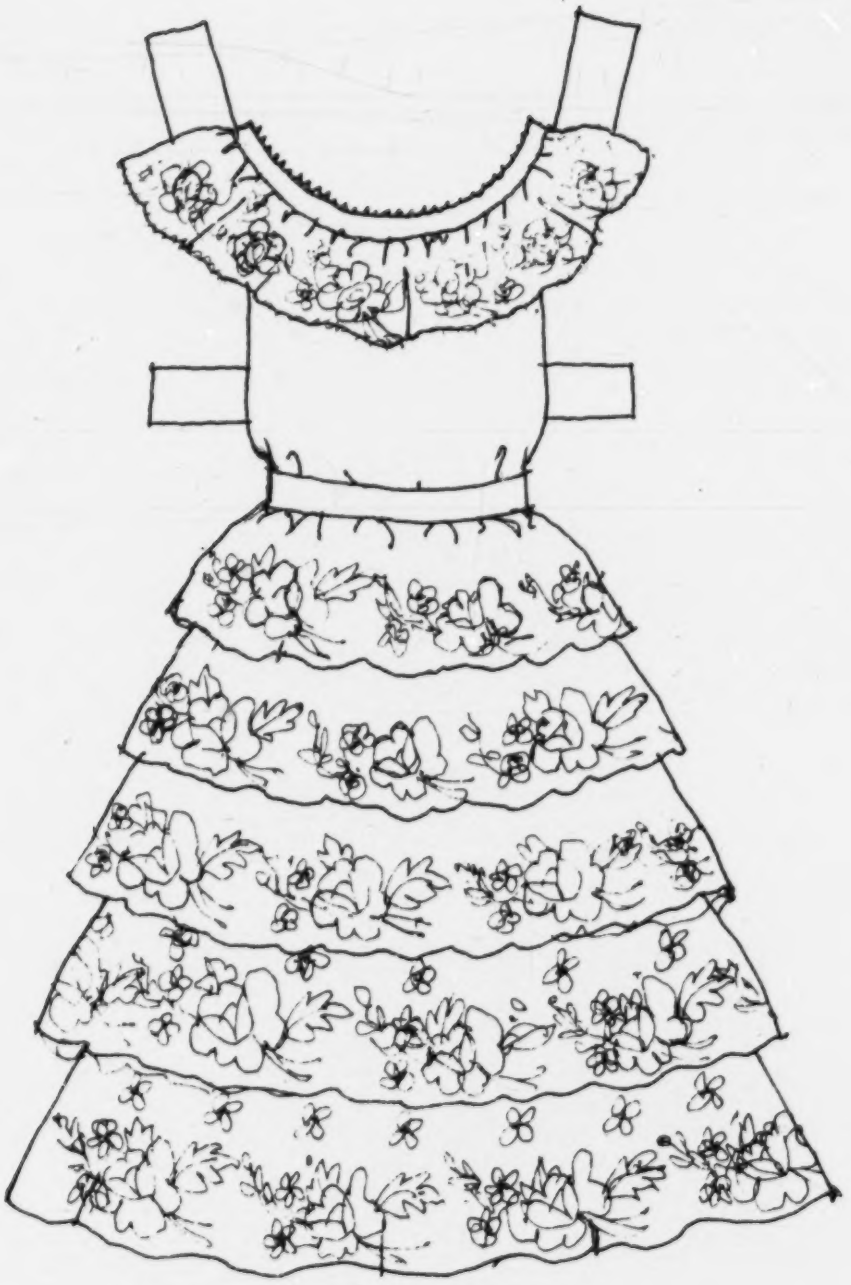
Yucatan Costume





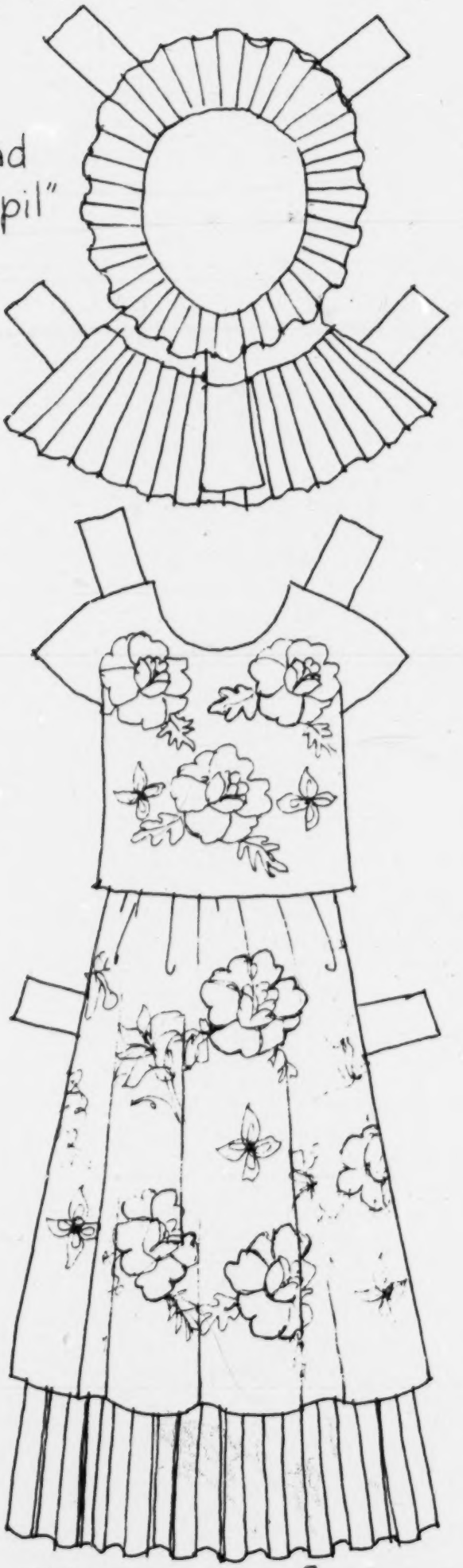
(sketch showing "rebozo" on doll)

Clothes for María



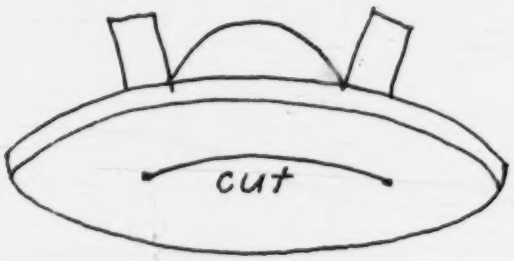
Chiapas Costume

Head
"Huipil"

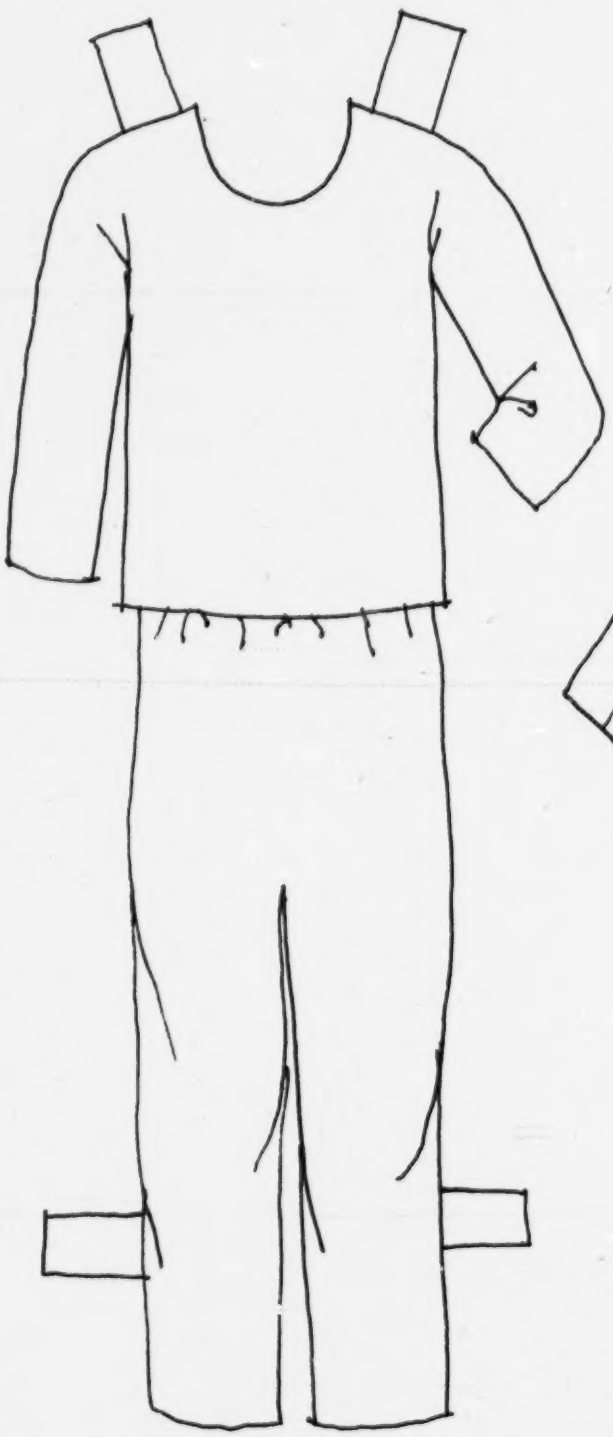


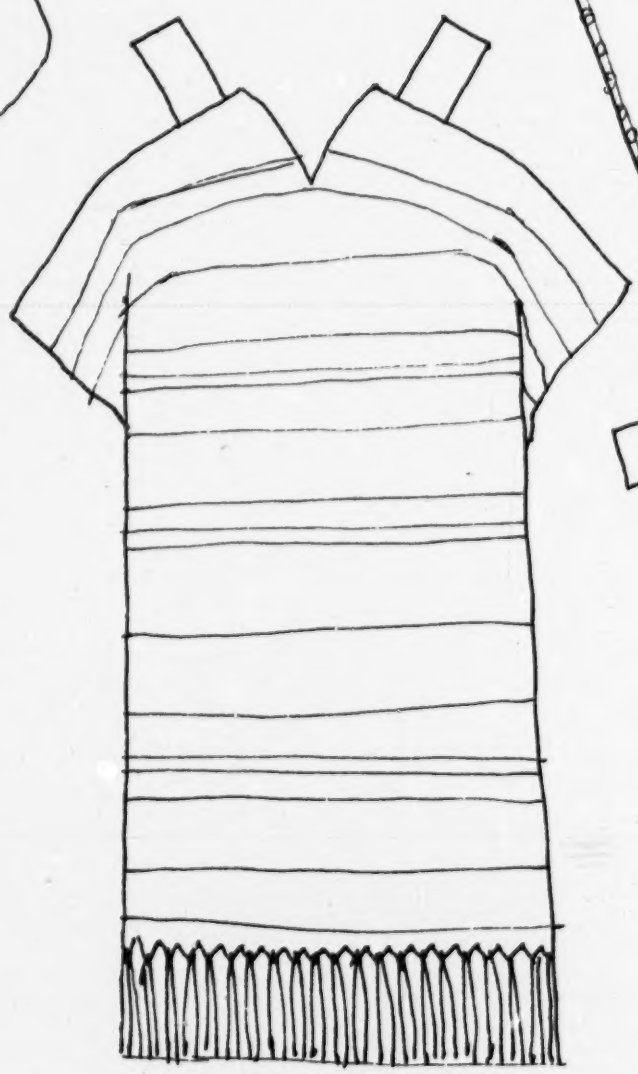
Tehuantepec Costume

Clothes for Carlos

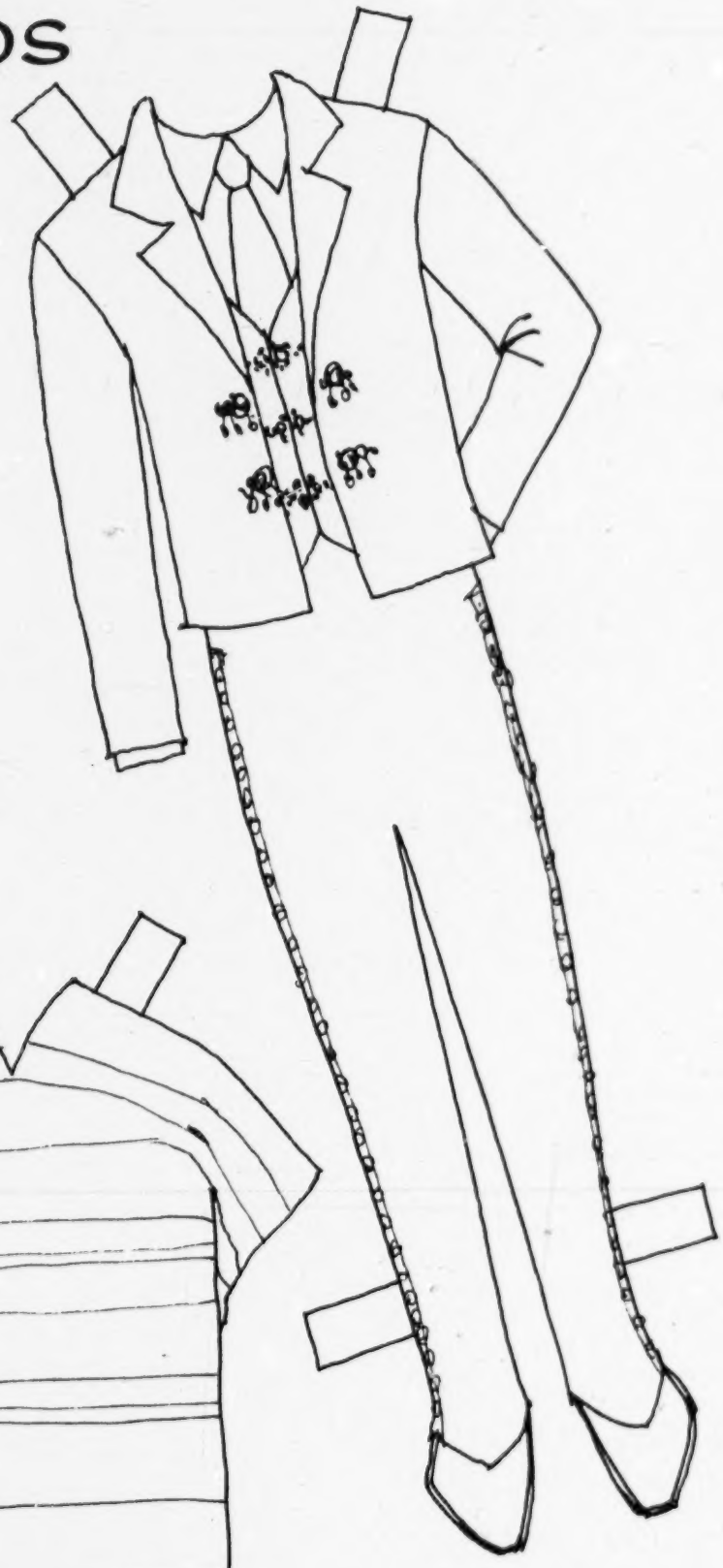


"Sombrero"





"Serape"



Charro Costume

MUSIC

1. Ask children to bring from home records of Latin-American songs. Children will enjoy planning a disc jockey program in presenting these selections.

2. Choose songs appropriate to a given grade-level from the following list provided by the Department of Music Education. These songs are found in the basic textbooks used in Detroit Public Schools music classes.

BOOK 1 - Discovering Music Together, Follett Publishing Company

Spanish Songs:

Hurry, Little Pony	Page 33
My Puppy	" 31
Spanish Counting Song	" 27
Three Four Rhythms	
Spanish Counting Song	" 27
Even Rhythm Song	
Spanish Counting Song	" 27
Four Four Rhythm	
My Puppy	" 31

BOOK 2 - Music for Young Americans Series, American Book Company

Discovering Music	
Los caracales (The Snails)	Page 10
El coquito	" 31
Juan Piralero	" 158
Carmelita	" 164
Bongo Drums	" 167
Fray Martin	" 169
Oh, la niche es lozan	" 149
Fire, Mister Fireman	" 29
The Donkey	" 39
The Sun is Down	" 71
Shepherds on the Hillside	" 82
Presents	" 154
Choo-choo-ka	" 166

BOOK 3 - Music for Young Americans Series, American Book Company

Exploring Music

Los niños en Espana (The children in Spain)	Page 4
Mi gallo (My rooster)	Page 60
Night Time	" 71
The Lamplighter	" 72
My Canary (MI pajarito)	" 77
My Burro	" 116
El barco chiquitito (The Little Boat)	" 163

BOOK 4 - Making Music Your Own, Silver Burdett Company

La calle ancha	Page 40
San Serini	" 41
Que bueno es saber tocar	" 90
Manana	" 92
La Tarara	" 93
El payo (The lazy cowpoke)	" 94
Hello, Pretty Girls	" 96
D n Gato	" 174

BOOK 5 - Making Music, American Book Company

Adelita	Page 62
Navidad en Mexico (Christ Was in Mexico)	" 76
La Conga	" 96
Steel Band	" 100
Palapala	" 101
El Capotin(The Small Cloak)	" 102
In Bahia Town	" 105
Music of Spain	" 158

BOOK 6 - Making Music Your Own, Silver Burdett Company

El vito	Page 40
La Sinda	" 41
A section about the Guitar	" 42-45
Mambru	" 135
Ballad of the Sea Maiden	" 188
The Chameleon	" 190
All Hail the Queen	" 191
Loredo	" 198
Palomita (Little Dove)	" 199

SOCIAL STUDIES

Information concerning Latin-American history and culture found in social studies textbooks and supplementary materials in Detroit Public Schools is listed below. This information was compiled by the Department of Social Studies:

PRIMARY UNIT

Urban Education - Big Cities Albums

Los Angeles San Francisco	History of cities as well as geography, economics - has inclusions on Spanish-speaking.

FOURTH GRADE - Beginning Geography

Inclusions of Spanish-speaking in the text, At Home Around the World

pp. 29-59	At Home in the Mountains of Ecuador Story of Pedro and Maria Shows influence of Spanish on Ecuador
pp. 187-222	At home on a Ranch in Argentina Life of the Cortez family in Argentina. Spanish influence clearly shown.

FIFTH GRADE - United State History and Geography

Inclusions of Spanish-Americans in the text, In These United States

p. 23	Many kinds of people in the United States - Spanish are listed.
p. 25	1492 - Columbus brought Spaniards to the New World.
pp. 56-59	Spanish rulers support Columbus in voyages
pp. 62-66	Spanish explorers in the New World Cortes — Hernando DeSoto Cabeza de Vaca — Marcos de Niga Alvas Nunez — Coronado
p. 67	Spanish settlement of St. Augustine and Santa Fe
p. 103	Organization of Spanish colonial government
p. 145	Spanish Florida
pp. 160-162	War with Mexico
p. 160	Settlement of California by Spanish
p. 178	Purchase of Florida from Spain
pp. 201-203	Spanish-American War

FIFTH GRADE - United States History and Geography (Continued)

p. 205	Puerto Rico
p. 349	San Antonio
p. 434	Sierra Nevada
p. 439	Spanish in California
p. 443	San Diego - Spanish mission
pp. 458-459	Los Angeles - El Pueblo de Nuestra Senora la Reina de los Angeles
p. 475	San Francisco - originally Yerba Bueno

6B - Introductory World History

Inclusions of Spain in the text, Backgrounds of American Freedom

p. 172	Spain ceded to Rome
p. 182	Roman trade with Spain
pp. 206, 262	Germans in Spain
pp. 329-330	Columbus aided by Spain
pp. 262-264	Spain develops as an important European nation.

6A - Geography of the Eastern Hemisphere

Inclusions of Spain in the text, Eurasia, Africa and Australia

pp. 239-251	Spain

7B - Geography

Inclusions of Latin-Americans in the text, United States, Canada and Latin America

Unit II-	Lands to the South Location of Latin America, contries that make up Latin America, people of Latin America
Unit III-	South America
Unit IV-	Caribbean America and Mexico

7B - Geography (Concluded)

Unit VI- The United States
Spanish and Mexican settlers in the West, p. 119
Greater Los Angeles - a small Spanish town grows to be a city, pp. 131-135
San Francisco, pp. 144-147

Supplementary Books

Ross, Mexico

Fideler and Kvande, South America

May, Brazil

American Neighbors:

Caribbean Lands

South America

Mexico

Land and people of Central America

A Report in Depth on Latin America

7A - 8B - United States History

Inclusions of Spanish-Americans in the text, History of Our United States

Colonization and exploration of New World

pp. 39-40 Columbus - flying flag of Spain

pp. 46-50 Columbus' voyages

pp. 50-53 Spanish Explore Southwest

Balboa	Ponce de Leon
Magellan	Cabeza de Vaca
Cortez	Coronado
Pizarro	Hernando de Soto

pp. 53-54 America makes Spain powerful

pp. 58-60 War between England and Spain

p. 62 chart - Spanish explorers

p. 65 New Spain - Spanish colonies

p. 71 European claims to New World

7A - 8B - United States History (Continued)

p. 91	Spain's position in the New World
p. 101	Spain's role in the French and Indian War
pp. 141, 142 146, 147	Spain and the American Revolution
pp. 290, 302	Spain in Mexico and the Southwest
pp. 314, 316	Spaniards in California
pp. 387-388	Spanish bring cattle to the Southwest
p. 471	Spanish holdings in New World
p. 482-488	Spanish-American War
pp. 469-509	Spanish influence in Latin America
pp. 52, 290, 505	Mexico and Cortez
pp. 52, 53	Early history of Mexico
pp. 244, 291-292, 504-6	Mexico wins independence from Spain
pp. 315, 318	Mexicans in California
pp. 298, 299-301 317-18, 332, 357	Mexican War

Supplementary Books

Columbus Day picture packet

Voyages of Christopher Columbus

The Spanish Armada

Columbus and Discovery of America (Jackdaw Kit)

The Armada (Jackdaw Kit)

The Quest of Columbus - Meredith Smith

Riding with Coronado

Explorers and Explorations - Psalter

7A - 8B - United States History (Concluded)

Forty American Biographies - Bailey

The Bold Conquistadores - Blocker

AUDITORIUM (ORAL EXPRESSION)

The auditorium can be used as the center for culminating activities. The auditorium and homeroom teachers may wish to plan together to present a program of songs, dances, choral speaking, plays or skits, which could be performed for parents or for other classes in the school.

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FIELD TRIPS

The following institutions offer displays, exhibits, or activities related to Latin-American history and culture. Prior to the visit, the teacher is advised to call the institution in order to arrange to see exhibits or to involve the children in activities appropriate to their age, grade-level, and interests.

1. Children's Museum
   67 E. Kirby
   Telephone: 873-2670

The Children's Museum collection includes a variety of crafts, displays, pictures and costumes relating to Spanish and Latin-American culture. These are available upon request by the teacher. Consult school office for the Children's Museum Catalogue, Spanish-American History and Culture; Lending Collections from the Children's Museum.

2. Detroit Institute of Arts
   5200 Woodward Avenue
   Telephone: 831-0360

The Detroit Institute of Arts has a variety of paintings, sculpture, jewelery, tapestries, furniture, and other objects of art created by Spanish artists and artisans. The Institute also has a film-lending library. Films related to Spanish culture are available.

3. International Institute
   111 E. Kirby
   Telephone: TR. 1-8600

Class visits by reservation only

AUDIOVISUAL INSTRUCTIONAL MATERIALS

Following is a list of sound films and filmstrips in both English and Spanish which are available through the Audiovisual Education Department.

Grade levels are indicated below:

K - Kindergarten
L - Later Elementary
E - Elementary
J - Junior High School
H - High School
A - Adult

CALL NO.	TITLE	GRADE LEVEL
S 4006	AGE OF DISCOVERY: SPANISH AND PORTUGUESE EXPLORATIONS	LJH
S 2049	AMAZON AWAKENS	LJHA
S 1628	AND NOW MIGUEL	LJHA
S 4255	ARGENTINA	JH
S 8527	ARGENTINA (Latin America Series)	JH
S 8054	ARGENTINA - PEOPLE OF THE PAMPAS	LJH
S 262	ARTS AND CRAFTS OF MEXICO	JH
S 8497	ARTS AND CRAFTS OF MEXICO, Part I	LJH
S 8498	ARTS AND CRAFTS OF MEXICO, Part II	LJH
S 8362	ATACAMA DESERT	JH
S 94	BOLIVAR: SOUTH AMERICAN LIBERATOR	LJ
S 9374	BOLIVIA	JHA
S 9344	BRAZIL: PEOPLE OF THE HIGHLAND	LJH
S 8359	BRAZIL'S FISHING SCHOOL	JH
S 1779	BRIDGE	JH
S 1805	BUENOS AIRES: GATEWAY TO ARGENTINA	JH
S 624	CENTRAL AMERICA	LJH
S 8733	CENTRAL AMERICA - CHANGING SOCIAL PATTERN	JH
S 9301	CENTRAL AMERICA--CROWDED HIGHLANDS	LJH
S 4183	CENTRAL AMERICA: GEOGRAPHY OF THE AMERICAS	LJ
S 8600	COLOMBIA AND VENEZUELA	JH
S 1777	COLOMBIA, CROSSROADS OF THE AMERICAS	LJH
S 505	DAY IS NEW	LJH
S 8349	DOWN WHERE THE NORTH BEGINS	JH
S 84	FISHERMEN OF QUINTAY	LJH
S 8360	FUNDO IN CHILE	JH
S 8481	GEOGRAPHY OF SOUTH AMERICA: THE CONTINENT	LJH
S 4197	GEOGRAPHY OF THE SOUTHWESTERN STATES	LJ
S 8350	GOOD NEIGHBOR FAMILY	LJH
S 8351	GUADALAJARA	LJH
S 1489	HIGH ROAD	LJH
S 8374	HOUSING IN CHILE	JH
S 8364	LA PAZ	LJH
S 829	LAND OF MEXICO	JH
S 197	LATIN AMERICA: AN INTRODUCTION	JH
S 112	MEXICAN CHILDREN	EL
S 31	MEXICAN OLLA MAKERS	ELJ

FILMS (English Language) (Concluded)

CALL NO.	TITLE	GRADE LEVEL
S 816	MEXICAN POTTERS	LJH
S 8353	MEXICO BUILDS A DEMOCRACY	JH
S 518	MEXICO CITY	LJH
S 8476	MEXICO: LAND OF COLOR AND CONTRAST	JH
S 8354	MONTEVIDEO FAMILY	JH
S 9466	NAVIGATORS	JH
S 3050	NEWS MAGAZINE OF THE SCREEN, VOL. VIII, NO. 1	JH
S 3059	NEWS MAGAZINE OF THE SCREEN, VOL. VII, NO. 10	JH
S 520	ORCHIDS	JH
S 522	PAN AMERICAN BAZAAR	LJH
S 523	PATZCUARO	LJH
S 4237	PEOPLE OF MEXICO	L
S 1449	PEOPLE OF SPAIN	LJH
S 8784	PHILIPPINES: LAND AND PEOPLE	JHA
S 972	SIMPLE SILVERWORKING	LJH
S 8124	SONS OF MONTEZUMA	JH
S 1797	SOUTH AMERICA	JH
S 8645	SOUTH AMERICA	LJH
S 8369	SOUTH CHILE	LJH
S 8370	SOUTHERN BRAZIL	LJH
S 8585	SPAIN--LAND OF TRADITION AND PROMISE	LJH
S 784	SPAIN, THE LAND AND THE PEOPLE	LJH
S 859	SPANISH INFLUENCE IN THE UNITED STATES	LJH
S 8578	TAXCO - VILLAGE OF ART	JH
S 1237	THAT ALL MAY LEARN	LJH
S 666	THIS SPANISH SPEAKING WORLD	LJH
S 529	TOWN IN OLD MEXICO	LJH
S 8372	URUGUAY	LJH
S 783	ZOOLANDIA, SOUTH AMERICA	ELJH

FILMS (Spanish Language)

CALL NO.	TITLE	GRADE LEVEL
S 8828	ASI VIEN LOS HUERFANOS	JH
S 1111	BUENOS DIAS, CARMELITA	JH
S 8823	CADA DIA SE MAS	JH
S 8695	CAPERUCITA ROJA	LJH
S 8831	DE PASEO FOR XOCHIMILCO	JH
S 8423	EL CUMPLEANOS DE PEPITA	ELJH
S 8825	EL ORGANILLO DE MADRID	JH
S 220	EL PAPITO FEO	ELJH
S 514	EL RECREO	LJH
S 510	EN CASA	LJH
S 8990	ESCUELES DE MADRID	LJH
S 8801	FRAY FELIPE	ELJH
S 8573	LA CIUDAD DE MEXICO	LJH
S 512	LA COMIDA	LJH
S 511	LA ESCUELA	LJH
S 826	LA FAMILIA SANCHEZ	JH
S 8838	LA GENTE DEL PERU	JH
S 8790	LA HERENCIA MEXICANA	JH
S 658	LA PINATA	LJH
S 8896	LA VIDA DE LA COMUNIDAD ESPANOLA	JH
S 8791	LA VIDA EN UN PUEBLO MEXICANO	JH
S 8830	LA VIDA URBANA	JH
S 1241	MEXICO, CIUDAD ENCANTADORA	JH
S 8717	MEXICO, TIERRA DE COLOR Y CONTRASTE	JH
S 8574	MEXICO TRABAJANDO	LJH
S 418	OAXACA: CIUDAD DE BAILES	LJH
S 8792	PABLO DE YUCATAN	ELJH
S 2586	PABLO UN NINO DE MEXICO	LJH
S 8879	PAISAJES DE ESPANA	JH
S 8991	PAISAJES ESPANOLES	LJH
S 8827	PUEBLITO DE MEXICO	JH
S 8840	SUDAMERICA, CONTINENTE DE GRAN PORVENIR, PART I	JH
S 419	TAXCO: CIUDAD DE PLATA	LJH
S 476	UN PROBLEMA DE ALGEEBRA	JH
S 138	UN PUEBLO DE ESPANA	LJH
S 8992	UN RESTAURANTE MADRILENO	LJH
S 515	UN VIAJE	LJH
S 8793	UNA FAMILIA DE GUADALAJARA	JH
S 8794	UNA FAMILIA DE UN PUEBLO MEXICAN	JH
S 8839	UNA HACIENDA CHILENA	JH
S 8837	UNA HACIENDA MEXICANA	JH
S 365	VAMOS A COLOMBIA	LJH
S 8832	VAMOS A CUBA	JH
S 8833	VAMOS A GUATAMALA	JH
S 8834	VAMOS AL PERU -- PART I	JH

FILMS (Spanish Language) (Concluded)

CALL NO.	TITLE	GRADE LEVEL
S 8835	VAMOS AL PERU -- PART II	JH
S 8824	VISITEMOS A PUERTO RICO	JH
S 8826	VISLUMBRES DE MADRID Y TOLEDO	JH
S 8836	VISTAS DE ANDALUCIA	JHA
S 8993	VIVIENDAS ESPANOLAS	LJH

FILMSTRIPS

CALL NO.	TITLE	GRADE LEVEL
F 3899	MEXICO: A STUDY IN PEACEFUL EVOLUTION	JH
F 3041	MEXICO CITY	LJ
F 1647	MEXICO, OUR NEXT DOOR NEIGHBOR, Part 1	J
F 1648	MEXICO, OUR NEXT DOOR NEIGHBOR, Part II	J
F 2431	MIGUEL DE CERVANTES	LJH
F 3039	NATURAL RESOURCES AND MAJOR INDUSTRIES - MEXICO	LJ
F 1271	NEW WORLD DISCOVERED	LJH
F 4211	NORTHERN MEXICO AND THE CENTRAL HIGHLANDS	LJ
F 3042	OTHER CITIES - MEXICO	LJ
F 3036	PEOPLE (OF MEXICO), THEIR DRESS, HOMES, AND FOOD	LJ
F 1497	PEOPLE OF SOUTH AMERICA	LJ
F 3487	PIZARRO	LJH
F 3488	PONCE DE LEON	LJH
F 688	REVIEW OF THE DISCOVERY AND EXPLORATION OF THE NEW WORLD	JH
F 4212	SOUTHERN MEXICO: THE LOWLANDS AND THE YUCATAN PENINSULA	LJ
F 157	SOUTHWESTERN REGION OF THE UNITED STATES	LJ
F 239	SOUTHWESTERN STATES	LJ
F 1265	SPAIN	LJH
F 987	SPANISH CHILDREN	L
F 1272	SPANISH EXPLORATIONS	LJH
F 1121	SPANISH EXPLORATIONS OF THE SOUTHEAST	LJ
F 1122	SPANISH EXPLORATIONS OF THE SOUTHWEST	LJ
F 10	STORY OF CHRISTOPHER COLUMBUS	LJH
F 4133	STORY OF THE SPANISH SPEAKING AMERICAN	LJH
F 4212	TAXCO: A SPANISH COLONIAL CITY	LJ
F 1496	THEODORE ROOSEVELT, MAN OF ACTION	LJH
F 2571	TINKER AND THE GHOST	KE
F 3301	VOYAGE AND DISCOVERY	LJ
F 683	AGE OF DISCOVERY	JH
F 1498	ANIMAL LIFE IN SOUTH AMERICA	LJ
F 2707	ART OF SPAIN	LJH
F 3485	BALBOA	LJH
F 1119	CHRISTOPHER COLUMBUS	LJH
F 1213	CHRISTOPHER COLUMBUS	LJH
F 1506	CHRISTOPHER COLUMBUS	LJH
F 4205	CITY PEOPLE OF MEXICO	LJ
F 1379	COLUMBUS DAY	LJ
F 3490	CORONADO	LJH
F 3486	CORTEZ	LJH
F 1120	CORTEZ AND THE CONQUEST OF MEXICO	LJH
F 284	CORTEZ CONQUERS MEXICO	JH
F 3489	DE SOTO	LJH
F 3853	EXPLORING ANCIENT MEXICO: PRE-AZTEC	LJH
F 3854	EXPLORING ANCIENT MEXICO: THE MAYA	LJH
F 1499	FARM LAND AND SOUTHERN SOUTH AMERICA	LJ
F 4204	FARMERS OF MEXICO	LJ

FILMSTRIPS (CONCLUDED)

CALL NO.	TITLE	GRADE LEVEL
F 1210	FERDINAND MAGELLAN	LJH
F 3037	FIESTAS, RECREATION, EDUCATION, MARKETS, AND HANDICRAFTS	LJ
F 1212	FRANCISCO CORONADO	LJH
F 1124	FRANCISCO PIZARRO, CONQUEROR OF PERU	LJH
F 3035	GEOGRAPHIC BACKGROUND - MEXICO	LJ
F 1503	GEOGRAPHY OF SOUTH AMERICA	LJ
F 686	GOLDEN AGE OF SPANISH DISCOVERY	JH
F 1207	HERNANDO CORTEZ	JH
F 1507	HERNANDO DE SOTO	LJH
F 1214	HERNANDO DE SOTO	LJH
F 3034	HISTORIC BACKGROUND - MEXICO	LJ
F 1504	HISTORIC BACKGROUND - SOUTH AMERICA	LJ
F 4211	HISTORICAL TRIANGLE: MEXICO CITY, CUERNAVACA, AND PUEBLA	LJ
F 687	HOW COLUMBUS DISCOVERED AMERICA	JH
F 1500	INDUSTRIES AND PRODUCTS - SOUTH AMERICA	LJ
F 2407	ISLAND PEOPLE OF MIDDLE AMERICA	LJ
F 1089	LAND OF MEXICO	LJH
F 4206	LANDS AND PEOPLES IN CENTRAL AMERICA	LJ
F 4200	LANDS AND PEOPLES OF BRAZIL	LJ
F 4201	LANDS AND PEOPLES OF NORTHERN SOUTH AMERICA	LJ
F 4203	LANDS AND PEOPLES OF SOUTHERN SOUTH AMERICA	LJ
F 4202	LANDS AND PEOPLES OF THE MIDDLE ANDES	LJ
F 1502	LIFE IN THE HIGH MOUNTAINS AND ON THE PLATEAU-SOUTH AMERICA	LJ
F 1501	LIFE IN THE TROPICAL FOREST	LJ
F 1689	LIVING IN SPAIN AND PORTUGAL	LJ
F 233	MEXICAN CHILDREN	ELJ

EDUCATIONAL TELEVISION

CHARLEMOS, Primer Curso - Spanish I	Monday	9:10- 9:30 (Channels 10-13)
		12:40- 1:00 (Repeat)
	Wednesday	9:10- 9:30
		12:40- 1:00 (Repeat)
	Friday	9:10- 9:30
		12:40- 1:00

CHARLEMOS (Let's Chat) is a first-level course in beginning Spanish for elementary schools. It can be started in grades three, four, or five.

All the language of this course is cast in the mold of speech. This is based on the fundamental principle established by linguistic scientists that primarily language is speech and only secondarily is it the printed symbol. The language in this course is cast in natural speech situations -- school, home, playground, store, street, etc.

The immediate goals are:

1. To develop the language skill of discriminate listening.
2. To develop the language skill of understanding the stream of meaningful Spanish sounds.
3. To develop the language skill of producing the stream of meaningful Spanish sounds, in other words, speaking within a limited, familiar context.
4. To initiate the development of the language skill of reading.
5. To initiate the development of the language skill of writing.
6. To develop an empathy for the Spanish culture.

The basic teaching premise is that the student will be thoroughly familiar orally with each unit before he attempts to read or write any portion of it. Oral facility with the instructional materials is a prerequisite to success in the areas of reading and writing. Each one of the five language skills (listening, understanding, speaking, reading, and writing) will reinforce one another if the development of the first three skills precedes in depth that of the remaining two.

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BOOKS

Acuña, Rudolph. The Story of the Mexican Americans. New York: American Book Company, 1969.

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Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. Princeton, New Jersey: College Entrance Examination Board, New York, 1970.

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Johnson, Henry Sioux and Hernandez, M. William J. Educating the Mexican American. Valley Forge, Pa.: Judson Press, 1970.

Landes, Ruth. Latin Americans of the Southwest. New York: Webster Division, McGraw-Hill Book Company, 1965.

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Rivera, Feliciano. A Mexican American Source Book. Menlo Park, California: Educational Consulting Associates, 1970.

Steiner, Stan. LaRaza: The Mexican Americans: New York: Harper and Row, 1970.

Tebbel, John and Ruiz, Ramon E. South by Southwest: The Mexican American and His Heritage. Garden City, New York: Doubleday & Company, Inc., 1969.

Yurchenco, Henrietta. A Fiesta of Folk Songs from Spain and Latin America. New York: G. P. Putnam's Sons, 1967.

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PAMPHLETS

Commission on Civil Rights. The Mexican American (A Report to the President and Congress). Washington, D.C., 1968.

Forbes, Jack D. Mexican-Americans: A Handbook for Educators. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office. (Prepared by Far West Laboratory for Educational Research and Development, Garden Circle, Berkeley, California).

Heathman, James E. (compiled by) Migrant Education, A Selected Bibliography. Las Cruces, New Mexico: ERIC, New Mexico State University, 1969.

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Inter-Agency Committee on Mexican American Affairs. The Mexican American, A New Focus on Opportunity, Washington, D.C., 1969.

McWilliams, Carey. The Mexicans in America: A Students' Guide to Localized History. New York: Teachers College Press, 1968.

A number of pamphlets related to Spanish history and culture are available from the Pan American Union, Washington, D.C.

JOURNALS

The entire issue of the November, 1970 National Elementary Principal is devoted to education for the Spanish-speaking. The journal may be ordered through the National Association of Elementary School Principals, National Education Association, 1201 Sixteenth Street, Washington, D.C., 20036.

FORIEGN LANGUAGE TEACHING

The Detroit Public Schools Professional Library contains a number of books related to foreign language teaching and to teaching English as a second language. Some of the titles are listed below:

Britannica Review of Foreign Language Education. Volume 2. American Council on Teaching of Foreign Language, 1970.

Brooks, Nelson H., Language and language learning: theory and practice (2nd edition). Harcourt, 1964.

Colloquium on Curricular Change: Foreign Languages, Curricular change in the foreign languages; papers. College Entrance Examination Board, 1963.

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Allen, Harold Dyron, Teaching English as a Second Language: A Book of Readings. McGraw-Hill, 1965.

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Bumpass, Faye L., Teaching Young Students English as a Second Language. American Book, 1963.

Finocchiaro, Mary, Teaching English as a Second Language, (rev. and enl.). Harper and Row, 1969.

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Dacanay, F.R., Techniques and Procedures in Second Language Teaching. Oceana, 1963.

Phillips, Nina, Conversational English for the Non-English-speaking Child. Teachers' College, 1968.